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ABSTRACT

This research-based curriculum guide for a secondary marketing and distributive education program covers 12 institutional areas. They are advertising, communications, display, human relations, management, mathematics, merchandising, operations, product/service technology, sales, economics of marketing, and employability skills. A content outline is followed by 12 sections, each devoted to one of the instructional areas/duties, in which are contained task statements, achievement indicators, criteria, and related IDECC (Interstate Distributive Education Curriculum Consortium) competencies. Student achievement records in the next section include a form for recording student skill performance, suggested school year training plan, and class achievement record. A suggested cooperative education student training agreement is then provided. Another section includes several suggestions for a school store. The final section contains learning activities related to the tasks under the various instructional areas/duties. The resources needed are indicated. (YLB)

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ED201890

Marketing and Distributive Education

CURRICULUM GUIDE

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U.S. DEPARTMENT OF HEALTH
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INTRODUCTION

Program Definitions

The term "vocational education" means organized educational programs which are directly related to the preparation for paid or unpaid employment or for additional preparation for a career requiring other than a baccalaureate or advanced degree.[1]

Marketing and Distributive Education is a vocational education program designed to meet the needs of persons who have entered or are preparing to enter a distributive occupation requiring competencies in one or more of the marketing functions including: sales, sales promotion, buying, transporting, storing, financing, marketing research, and management. It offers instruction in marketing, merchandising, management, and personal management.[2]

Program Objectives

There are several commonly accepted objectives for secondary marketing and distributive education programs.[3]

1. To prepare students for entry, adjustment and advancement in the field of marketing and distribution.

2. To provide students with an understanding and appreciation of the American private enterprise system.

3. To provide students with an understanding of the contribution of marketing and distribution to the social and economic welfare of our nation.

4. To provide students with an awareness of the civic, social, and moral responsibilities of business to society.

5. To encourage and promote the use of ethical standards in marketing and distribution.

6. To stimulate student interest in marketing and distribution.

7. To prepare distributive personnel to satisfy the needs and wants of consumers.

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[1]The Education Amendments of 1976, Section 195(1), Public Law 94-482.

[2]Lucas, Stephen and Miles, Benton, The Development of Standards for Secondary Distributive Education Programs, a report of a research study sponsored by the American Vocational Association, Page 8, 1978.

[3]IBID, Page 12-14.

Program Objectives (con't)

8. To provide training that results in increased efficiency in marketing and distribution.

9. To contribute to the improvement of the techniques in marketing and distribution.

10. To adapt marketing practices and procedures to societal, economic, technical, and educational developments.

11. To advance the goals of the total educational program.

12. To develop among employers, employees, and consumers a greater appreciation of the value of trained personnel in distribution.

How Occupational Research Methods Were Used

Marketing and distributive education students must develop competencies including knowledges, attitudes, and skills necessary for success in distributive occupations.

Competencies in distributive occupations have been traditionally organized into eleven instructional areas. These include:

Advertising
Communications
Display
Economics of Marketing
Human Relations
Management
Mathematics
Merchandising
Operations
Product and Service Technology
Selling

Frequently content decisions for marketing and distributive education curriculum are made on the basis of individual teachers' feelings about the program. While one teacher is certain of the need for an in-depth advertising unit, another believes that every student absolutely must be able to figure open-to-buy.

Classroom automony is an important consideration to any instructor -- and rightfully so. At the same time, there is a very real need to base vocational curriculum on objective data. More specifically, it is important that vocational educators teach the competencies most needed in their respective occupations.

Although input from local teachers remains an important element of curriculum design, it is not realistic to expect any single individual to have a working knowledge of all the occupations addressed by marketing and distributive education.

Assuming that it is impractical to expect teachers to study each and every marketing occupation, two primary alternatives exist. A generalized, all-purpose curriculum can be designed on the basis of an individual instructor's own experiences, strengths and weaknesses. A second alternative is

to design curriculum based on formal research conducted by research specialists.

The second alternative is preferred and accordingly the State of Michigan joined, in 1978, the Interstate Distributive Education Curriculum Consortium (IDECC). IDECC is a non-profit research and development center for curriculum and instructional materials established in the early 1970's to develop a competency-based learning system for the improvement of instruction in distributive education.

The research base for IDECC's original system is the Crawford[4] study completed in the late 1960's. Specific competencies needed by 76 marketing and retail occupations were identified through Crawford's efforts. Additional task inventories, compiled by IDECC, have expanded the consortium's offerings to include over 100 occupations or occupational clusters. Additional work is currently being completed for both expansion and revalidation of earlier research.

The need for a curriculum guide based on occupational research should be evident. It makes little sense to rely on any one person's judgment (i.e. individual teachers, authors, or advisors) when the collective judgment of dozens of professionals is available -- professionals who are actually working in the occupation. Therefore, input of professional marketing people, through formal occupational research conducted by IDECC, is used as the basis for this curriculum guide. On this basis, Michigan distributive educators can look at what industry has said and use this information, as local decisions are made, to reflect the best interests of marketing and distributive education students.

Procedures established by IDECC are essentially a process of task inventory or task analysis. Using a well-established research procedure, IDECC staff call on a panel of experts from the particular industry under study. This panel is used to identify specific job titles and a career hierarchy within the industry area. The career hierarchy might be as simple as waiter/waitress, assistant restaurant manager, manager -- or as complex as those found in major department store chains.

After specific job titles are identified, assurance is sought that the jobs selected best represent opportunities in the industry. An extensive literature review is then conducted in an effort to identify tasks and competencies performed on each job. Using the same panel of experts, a master list of tasks is generated for these occupations.

Finally, a minimum of thirty employees per job and thirty supervisors of this type of employee are surveyed in an effort to validate the task list. Surveys are conducted in a minimum of five states. Data collected include the significance of each task, the desirability of task occurrence, and the preferred learning location for the task.

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[4]Crawford, Lucy C., A Competency Pattern Approach to Curriculum Construction in Distributive Teacher Education, Virginia Polytechnic Institute, Blacksburg, Virginia, 1967.

Using the data collected from employees and supervisors, a sophisticated statistical procedure is used to determine those tasks most relevant to success on the job. Further, analysis is used to identify those most appropriate for the marketing and distributive education curriculum.[5]

How This Curriculum Guide Was Developed

While the IDECC task inventory research analysis specifies job titles (i.e. supermarket cashier, etc.) within an occupational area, it is also possible to cluster related jobs within an occupational area or over several occupational areas. In many cases students are unable to identify a specific job, and therefore, a clustering of entry-level competencies becomes necessary for curriculum planning to prepare students for employment or higher level competencies.

It is in this context that this guide was prepared. A computer generated search of entry-level competencies was conducted by IDECC to identify a common core of competencies required for entry-level occupations in five occupational areas. The five occupational areas selected and the job titles found within each area follow:

Entry-Level Apparel and Accessories
- Sales Assistant

Entry-Level Food Marketing
- Checker
- Grocery Clerk

Entry-Level Food Service
- Busperson
- Cashier
- Waiter/Waitress
- Host/Hostess

Entry-Level Department Store
- Display Helper
- Receiving Clerk
- Salesperson
- Stockperson

Entry-Level Variety Store
- Checkout Cashier
- Marker
- Office Clerk
- Salesperson
- Service Desk

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[5]Gleason, James R., IDECC Course-of-Study, IDECC: The Ohio State University, 1166 Chesapeake Avenue, Columbus, OH 43212, 1980.

The above distributive occupational areas were selected because the occupations and job titles represent the majority of students enrolled and expressing a career interest in secondary marketing and distributive education programs and also because these occupations have a high potential for job placement.

After the IDECC computer search was conducted, all competencies which were common to four of the five entry-level occupational areas selected were grouped to provide a common core of competencies needed by most students enrolled in secondary marketing and distributive education programs. All identified common competencies are identified by major units of study (i.e. advertising, etc.) and further identified as major topics of instruction (i.e. purposes and types of advertising, etc.) and sub-topics (i.e. role of advertising, etc.). The major units, topics, and sub-topics are found in the outline of the guide.

IDECC competencies are identified as "skills, knowledges, and attitudes required for a student to succeed at a particular occupation"[6] and span the psychomotor, cognitive, and affective learning domains. Since the goal of this curriculum guide was to structure learning tasks in the psychomotor domain, a review team representing high school, community college, university, and State department levels was established. The review team clustered all identified common competencies under psychomotor tasks which are easily observable and essential for effective job performance.* The clustering of learning tasks in the psychomotor domain should assist business representatives in understanding marketing and distributive education program outcomes and assist in articulating secondary and post-secondary programs.

How to Use This Guide

The importance of a research-based curriculum is again emphasized. An effective instructional program can be developed with or without IDECC instructional materials. However, the use of the IDECC system and support materials, such as Classroom Management System (CMS), Learning Activity Packages (LAPS), and the Random Access Test Bank (RATB), are highly encouraged. After tasks, achievement indicators and competencies are

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*NOTE: The Economic and Employability Sections are deemed important for the overall success of a secondary marketing and distributive education program and should be taught prior to student job placement. These tasks, however, were not obtained from IDECC task inventory research but other research efforts directed to businessmen about the importance of economic knowledge[7] and employability skills training.

[6]IDECC Learning Manager's Guide, IDECC: The Ohio State University, 1166 Chesapeake Avenue, Columbus, OH 43212, 1974.

[7]Eggland, Steven, Economic Competencies: A Research Study, The University of Nebraska, Lincoln, Nebraska, 1979.

identified and assigned, the best available instructional materials and teaching methods should be selected.

It is hoped that this curriculum guide will provide a common core of competencies from which to design an effective secondary level marketing and distributive education program. The successful marketing program combines all instructional components such as the classroom and school store laboratory activities, DECA, and cooperative education in a coordinated fashion to affect student learning and job placement.

After carefully reviewing the tasks, achievement indicators, and competency statements, it will be necessary for local instructors to select and sequence their units of instruction. Because of existing program differences, there is an unlimited number of possible organizational patterns for instruction. For example, some instructors may prefer to sequence their instruction beginning with employability skills, economic concepts, and human relations, and as students master the tasks, achievement indicators, and competencies, progress to operations, management, and product/service competencies. Some instructors may desire to link operations, management, and selling units, for example, to an existing school store operation. Instructors must recognize that there is no right way to sequence the program of instruction. It should also be stressed that time allocations will vary with each identified task. Instructors will need to consider the current length of their program and courses (in weeks, days, and hours) and assign time to each task statement or group of task statements.

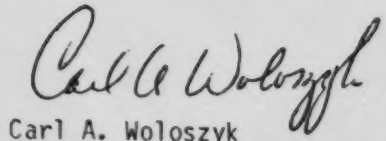
The task statements and competencies, however, are research-based and are reflective of common competencies essential to entry-level performance for workers in the selected occupational areas and should be taught in a secondary marketing and distributive education program. Specialized competencies will also need to be taught for individual jobs within each of the five occupational areas.

The use of the student achievement record is highly encouraged and should serve as a record of individual student accomplishment. The record can be used effectively to measure levels of competence obtained by individual students enrolled in the program.

The training plan is a suggested guide for students and employers participating in the cooperative education method of instruction.

This core curriculum guide should not be thought of as minimal performance objectives or standards since it is quite possible that for some students the mastery of the tasks will never progress beyond an awareness stage nor should the use of these materials preclude some individual students from studying higher level competencies or other distributive occupations not covered during the research phase of this project. Specialized competencies available from IDECC should be used for students with unique career interests and for those advanced students participating in cooperative education. A complete listing of distributive education occupations analyzed by IDECC is presented on the following pages.

In conclusion, this research-based curriculum guide should become the common core of knowledges, attitudes, and skills needed for an individually designed competency-based instructional program for students participating in Michigan secondary marketing and distributive education programs.



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AN ALIGNMENT OF IDECC OCCUPATIONS
WITH 23 DISTRIBUTIVE PROGRAM AREAS

1. ADVERTISING & DISPLAY SERVICES
   DEPARTMENT STORE:
   - Advertising Manager
   - Display Helper
   - Assistant Display Manager
   - Display Manager

2. APPAREL & ACCESSORIES MARKETING
   SPECIALITY STORE:
   - Sales Assistant
   - Assistant Manager
   - Manager

3. AUTOMOTIVE, RECREATIONAL & AGRICULTURAL VEHICLES & ACCESSORIES MARKETING

   NOT CURRENTLY AVAILABLE

4. FINANCE & CREDIT SERVICES
   BANK:
   - Teller
   - Staff Assistant
   - Branch Manager
   - Vice President

   DEPARTMENT STORE:
   - Credit Manager
   - Assistant Credit Manager
   - Credit Interviewer

5. FLORISTRY, FARM & GARDEN SUPPLIES MARKETING

   NOT CURRENTLY AVAILABLE

6. FOOD MARKETING
   FOOD STORE:
   - Assistant Manager
   - Checker
   - Grocery Clerk
   - Head Cashier
   - Head Grocery Clerk
   - Store Manager

7. FOOD SERVICE MARKETING
   RESTAURANT:
   - Assistant Manager
   - Busperson
   - Cashier

7. FOOD SERVICE MARKETING
   RESTAURANT: (con't)
   - Head Waiter/Waitress
   - Host/Hostess
   - Manager
   - Waiter/Waitress

8. GENERAL MERCHANDISE RETAILING
   DEPARTMENT STORE:
   - Advertising Manager
   - Assistant Buyer
   - Assistant Credit Manager
   - Assistant Display Manager
   - Assistant Receiving Manager
   - Buyer
   - Credit Interviewer
   - Credit Manager
   - Department Manager
   - Display Helper
   - Display Manager
   - Professional Salesperson
   - Receiving Clerk
   - Receiving Manager
   - Salesperson
   - Stock Person

   VARIETY STORE:
   - Assistant Manager
   - Buyer
   - Checkout Cashier
   - Commissioned Salesperson
   - Head Cashier/Bookkeeper
   - Marker
   - Office Clerk
   - Personnel Manager
   - Salesperson
   - Section Manager
   - Service Desk
   - Stockroom Supervisor
   - Store Manager

9. HARDWARE & BUILDING MATERIALS MARKETING

   NOT CURRENTLY AVAILABLE

10. HOME FURNISHING MARKETING

    NOT CURRENTLY AVAILABLE

11. HOTEL, MOTEL & LODGING SERVICES
    HOTEL/MOTEL:
      Assistant Manager
      Bell Captain
      Bellperson
      Building Superintendent
      Catering Manager
      Chef
      Executive Housekeeper
      Manager
      Night Auditor
      Purchasing Agent
      Recreation Director
      Reservation Manager
      Room Clerk
      Sales Manager
      Service Superintendent

12. INDUSTRIAL & INSTITUTIONAL MARKETING

    NOT CURRENTLY AVAILABLE

13. INSURANCE
      Personal Lines Rate Clerk
      Assistant Underwriter
      Underwriter

14. INTERNATIONAL MARKETING

    NOT CURRENTLY AVAILABLE

15. PERSONAL SERVICES MARKETING

    NOT CURRENTLY AVAILABLE

16. PETROLEUM MARKETING
    SERVICE STATION:
      Assistant Manager
      Attendant
      Manager/Dealer

17. REAL ESTATE MARKETING
      Salesperson
      Broker

18. RECREATION MARKETING
    CRUISE SHIP INDUSTRY:
      Reservations Sales Agent
      Group Sales Agent
      Reservation Manager
      District Sales Manager

    TOURIST ATTRACTION INDUSTRY:
      Cashier/Receptionist
      General Entry

    TOURIST ATTRACTION INDUSTRY: (con't)
      Operator--Ride or Boat
      Lead Operator--Ride or Boat
      Supervisor
      Marketing Specialist

19. TRANSPORTATION & TRAVEL MARKETING
    AIRLINE INDUSTRY:
      Flight Attendant
      Flight Attendant Supervisor
      Customer Services Agent
      Reservations Sales Agent
      Reservations Agent Supervisor
      Marketing Representative

    CAR RENTAL INDUSTRY:
      Car Rental Agent
      Car Rental Agent Supervisor
      Station Manager
      Marketing Specialist

    RETAIL TRAVEL AGENCY:
      Retail Travel Agent
      Retail Travel Counselor
      Marketing Specialist
      Manager or Owner/Manager

20. GENERAL MARKETING
    WHOLESALING:
      Buyer
      Head Buyer
      Merchandiser
      Order Selector
      Receiving/Shipping Supervisor
      Route Salesperson and/or Vending Machine Specialist
      Salesperson
      Sales Manager
      Warehouse Manager

21. BUSINESS SERVICES MARKETING

    NOT CURRENTLY AVAILABLE

22. BUSINESS OWNERSHIP (ENTREPRENEURSHIP)
      Department Store
      Food Store
      Hotel/Motel
      Restaurant
      Service Station

22. BUSINESS OWNERSHIP (ENTREPRENEURSHIP) (Con't)
Variety Store
Wholesaling

23. SALES AND MARKETING, OTHER

NOT CURRENTLY AVAILABLE

Task and Competency Outline for Secondary Marketing and Distributive Education

A. ADVERTISING

1. Purposes and Types

   a. Role of Advertising
   b. Purposes of Advertising
   c. Pre-Selling
   d. Coordination of Activities

2. Media and Method

   a. Institutional versus Promotional Ad
   b. Types of Media
   c. Brand and Trade Names
   d. Trademarks and Slogans

B. COMMUNICATIONS

1. Verbal Communication

   a. Importance of Verbal Communication
   b. Importance of Voice
   c. Proper Grammar
   d. Appropriate Vocabulary
   e. Interpretation of the Spoken Word
   f. Enunciation and Pronunciation
   g. Using Gesture

2. Telephone Usage

3. Business Introductions

4. Written Reports

5. Listening Skills

   a. Listening To and Following Directions

6. Employee Meetings

   a. Role of Employee Meetings

7. Confidential Information

8. Suggesting Change to Management

9. Interdepartmental Communications

C. DISPLAY

1. Purpose

   a. Use of Display
   b. Affect of Display on Customers

2. Display Construction

   a. Color, Harmony, Balance, and Proportion
   b. Counter Displays
   c. Mass Displays
   d. Developing Lifelike Displays
   e. Uses of Display Fixtures

3. Display Housekeeping

4. Signing

   a. Signing for Self-Selection Merchandise
   b. Price Cards
   c. Writing Copy
   d. Lettering

5. Dismantling Displays

D. HUMAN RELATIONS

1. Personal Development

   a. Importance of Human Relations
   b. Understanding of Self and Others
   c. Personality Traits
   d. Honesty and Integrity
   e. Orderly and Systematic Behavior
   f. Positive Attitude
   g. Interest and Enthusiasm

h. Initiative and Creativity
i. First Impressions
j. Personal Health
k. Dress and Grooming
l. Accepting Criticism
m. Self-Control
n. Adjusting to Change
o. Avoiding Misrepresentations

2. Professional Organizations

3. Customer Contact

a. Human and Public Relations
b. Effective Communications
c. Representing the Business
d. Handling Customer Inquiries
e. Interpreting Store Policies
f. Directing Customer to Store Locations
g. Remembering Customers' Names

E. MANAGEMENT

1. Sales Training

a. Orienting New Employees
b. Training Skills

2. Morale and Motivation

a. Employee Morale
b. Working Environment

3. Policies and Procedures

a. Establishing and Interpreting Policies

4. Store Organization

a. Personnel Organization

5. Planning and Organizing Work

6. Space Allocation and Layout

7. Customer Services and Facilities

   a. Customer Facilities
   b. Shopping Conditions
   c. Special Customer Services

8. Expense Control

F. MATHEMATICS

1. Whole Number Computation

   a. Addition/Subtraction
   b. Multiplying and Extending Figures/Division

2. Percentages/Decimals Computation

3. Fraction Computation

4. Making Change without Change Indication

5. Making Change with Change Indication

6. Sales Checks

   a. Calculating Amount of Purchase
   b. Computing Discounts, Taxes, and Special Charges
   c. Completing Sales Checks
   d. Handling Cash Sales

7. Recording Sales Tax

8. Cash Register/Terminal Operation

9. Handling Checks

10. Handling Charge Sales

11. Handling Customer Returns

12. Cash Register/Terminal Check-Out

a. Cash Register/Terminal Check-Out
b. Department Close out.

G. MERCHANDISING

1. Conducting Stock Counts

a. Purpose of Stock Counts
b. Organizing Stock Counts
c. Conducting Stock Counts

2. Model Stock Plan

a. Interpreting Customer Demands
b. Unit Inventory Control Systems
c. Merchandise Assortments
d. Model Stock Plans
e. Reporting Low Stock Quantities
f. Store Policies
g. Psychological Pricing

3. Comparison Shopping

H. OPERATIONS

1. Credit

a. Purpose and Importance of Credit
b. Keeping Sales Specialist Informed

2. Stock Control Records

3. Unloading Merchandise

4. Merchandise Delivery

a. Receiving Merchandise
b. Damaged Merchandise

5. Marking Merchandise

6. Price Changes

7. Stock Handling

   a. Reserve and Understock
   b. Stock Rotation

8. Store Maintenance

   a. Functions of Store Maintenance
   b. Housekeeping Responsibilities
   c. Handling Store Equipment

9. Safety Precautions

10. Accident Procedures

11. Shoplifting/Pilferage

I. PRODUCTION/SERVICE TECHNOLOGY

1. Product/Service Information

   a. Merchandizing Trends
   b. Use of Journals and Periodicals
   c. Using Manufacturer's Services
   d. Guarantees and Warranties
   e. Standards, Grades, and Labels
   f. Pre-packaging

2. Handling Returned Merchandise

3. Merchandise Information

   a. Advertised or Displayed Merchandise
   b. Competitor's Advertising
   c. Maintaining Product Information
   d. Tags and Labels
   e. Features and Benefits
   f. Importance of Merchandise Information

J. SALES

1. Sales Demonstration

   a. Customer Relations
   b. Approach
   c. Determining Customer Wants and Needs
   d. Presenting the Merchandise
   e. Handling Objectives
   f. Suggestion Selling
   g. Closing the Sale

2. Telephone Selling

3. Wrapping/Packaging Merchandise

4. Special Orders

5. Customer Complaints

K. ECONOMICS AND MARKETING

1. Economics and You

2. Economic Goods and Services

3. Products and Prices

4. Economic Resources

5. Profits

6. Business Risks

7. Market Price

8. Supply and Demand

9. Competition

10. Private Enterprise System

11. Government and Business Interaction

12. Business and Society

13. GNP

14. Business Cycles

15. Specialization of Labor

16. Labor Unions

17. International Trade

18. What and Why of Marketing

19. Marketing Functions

20. Market Identification

21. Marketing Strategies

22. Promotional Mix

23. Channels of Distribution

L. EMPLOYABILITY SKILLS

1. Sources of Employment Information

2. Requirements of the Occupation

3. Wage Information

4. Non-Wage Information

5. Employment Opportunities

6. Advancement Opportunities

7. Decision-Making Skills

8. Resume/Data Sheet

9. Letter of Application

10. Job Application

11. Dress and Grooming

12. Job Interviewing

13. Evaluation of a Job Offer

14. Interpersonal Relations on the Job

15. Continuing Education and Training

16. Job Termination

DUTY: Performing Advertising Activities	**DUTY No.** A
	TASK No. 1

TASK:

Coordinate departmental advertising activities using merchandising techniques to assist the customer in buying advertised merchandise.

ACHIEVEMENT INDICATORS: The Learner:	Yes	No
1. Demonstrated the attitude that good advertising helps increase sales for a firm, creating interest and desire in customers -	____	____
2. Demonstrated the attitude that advertising helps to build customer loyalty for firm and individual departments -	____	____
3. Identified the purposes of a given advertisement such as:		
a. Build customer traffic -	____	____
b. Build an image for the firm -	____	____
c. Stabilize sales volume -	____	____
d. Introduce new products -	____	____
4. Used originality and creativity in coordinating departmental activities -	____	____
5. Selected a promotional method that illustrated or portrayed the product in the most effective manner -	____	____
6. Selected a promotional method appropriate to the image of the business -	____	____
7. Selected a promotional method appropriate to the objective of the sales message -	____	____
8. Selected a promotional method flexible enough to allow for needed changes -	____	____
9. Planned sufficient stock for the promotional method -	____	____
10. Planned comparison shopping before the promotion -	____	____
11. Developed a communication plan to inform other store employees about the promotion -	____	____

CRITERIA:

Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**

IDECC #

Role of Advertising

73 Attitude that advertising in its role as a mass seller, bring together buyer and seller and helps promote mass distribution for an economy geared to mass production.

Purposes of Advertising

11 Knowledge of the purposes of advertising such as, build customer traffic, build a reputation for the store, stabilize sales volume, and introduce new products.

61 Attitude that good advertising will help increase sales for a department or store by creating interest and desire for the product in customers.

64 Attitude that advertising helps to build customer loyalty for the store and for the individual departments.

66 Attitude that advertising helps stabilize volume by maintaining interest during a slow selling period.

67 Attitude that effective advertising builds goodwill in customers.

Pre-Selling

65 Attitude that advertising pre-sells goods and services to the customer making the customer easier to sell once he/she is in the store.

75 Attitude that advertising is a form of pre-selling, a tool which catches attention, arouses interest, creates desire, and induces action.

60 Attitude that although advertising's ultimate goal is to sell goods and services, the sales personnel must usually complete the sale.

Coordination of Activities

18 Knowledge of how to tie together advertising, sales promotion, and public relations programs in an effort to bring the business to the attention and consideration of the largest possible number of prospective customers.

71 Attitude that advertising's effectiveness is strengthened with skillful coordinated displays of the advertised merchandise to achieve greater effectiveness with the advertising program.

69 Attitude that advertising, to be effective, must be supplemented by attractive displays, a well-informed and intelligent sales force and prompt, courteous service.

IDECC #	
41	Skill in working effectively with advertising and display departments to plan and carry out special advertising and display within the department.
418	Knowledge of the ways to stimulate sales with timely advertising, markdowns, special sales and sales force incentives.
454	Skill in using timely advertising, markdowns, special sales and sales force incentives to stimulate sales.
38	Skill in keeping personnel informed of sales promotion activities within the store.

DUTY: Performing Advertising Activities	**DUTY No.** A
	TASK No. 2

TASK:

Describe advertised merchandise and services using newspaper, magazine, trade journal, radio, television, billboard, catalog, circular, letter, game, contest, product demonstration and free sample advertising, to acquire knowledge of merchandise and services.

ACHIEVEMENT INDICATORS: The Learner:	Yes	No
1. Identified selling points of advertised products -	____	____
2. Identified uses of advertised products -	____	____
3. Identified services offered in the advertisement -	____	____
4. Identified prices of advertised products -	____	____
5. Identified, if applicable:		
a. Sizes -	____	____
b. Colors -	____	____
c. Styles -	____	____
d. Models of merchandise -	____	____
e. Terms of sale -	____	____
f. Store policies -	____	____
g. Brands and trade names -	____	____
h. Trademarks -	____	____
i. Slogans -	____	____
j. Similes -	____	____
6. Used the advertised facts effectively in selling -	____	____
7. Informed customers of correct location of advertised merchandise within the store -	____	____
8. Informed customers of special events or promotions -	____	____

CRITERIA:

Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**

IDECC #	
	Institutional vs. Promotional Ads
1	Knowledge of the uses of promotional and institutional advertising.
68	Attitude that advertising can be developed to produce immediate sales or create a favorable attitude toward the store for future sales.
	Types of Media
2	Knowledge of types of media that are available for advertising: periodicals (newspapers, magazines, trade journals), mass media (radio, television, billboards), and direct advertising (catalogs, circulars, letters).
9	Knowledge of various methods which can be used to inform customers of special events.
	Brand and Trade Names
518	Knowledge of brand or trade names identifying products by producer or distributor.
519	Knowledge of brand or trade names as an advertising device used to encourage customer retention.
12	Knowledge of the significance of brand names in that they are likely to create customer preference and establish a company or product in the public mind.
	Trademarks and Slogans
142	Skill in stimulating customer interest with trademark slogans, similes, etc.
83	Attitude that the creation of a desirable image can often be enhanced with a certain trademark or other easily identifiable symbol.

DUTY: Communicating Information	**DUTY No.** B
	TASK No. 1

TASK:

Give a verbal presentation using effective vocabulary, grammar, speaking habits, and voice control to communicate information.

ACHIEVEMENT INDICATORS: The Learner:	Yes	No
1. Spoke with enthusiasm -	____	____
2. Spoke with proper tempo -	____	____
3. Spoke clearly and distinctly -	____	____
4. Spoke with a pleasing tone and pitch -	____	____
5. Used effective technical vocabulary -	____	____
6. Spoke with sincerity -	____	____
7. Spoke with conviction and confidence -	____	____
8. Used correct pronunciation and enunciation -	____	____
9. Used appropriate gestures -	____	____
10. Spoke with sufficient volume -	____	____
11. Used correct grammar -	____	____

CRITERIA:

Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**

IDECC #

Importance of Verbal Communication

147 Attitude that in distributive occupations, the "spoken word" is an important tool of the trade.

144 Attitude that communicating skillfully in good English is essential to a person's advancement.

Importance of Voice

154 Attitude that the voice is an important medium through which selling is accomplished.

150 Attitude that the voice can be used to express conviction and convey confidence.

151 Attitude that the tone of voice can express sincere welcome and eagerness to be of service.

155 Attitude that voice tone quality enhances the value of the merchandise described.

Proper Grammar

145 Attitude that poor and awkward grammar lowers store personnel, store image, and merchandise value in the estimation of the customer.

122 Skill in effective use of speech and vocabulary.

Appropriate Vocabulary

101 Knowledge of the situations in which to use a technical language or commonly understood language.

Interpretation of the Spoken Word

111 Knowledge that since interpretations placed on the spoken word vary with different people, one must be careful to speak so that correct interpretation can be made by individual listeners.

164 Attitude that certain thoughtlessly used terms or words can be misinterpreted by the listener.

Enunciation & Pronunciation

152 Knowledge of the value of correct enunciation and pronunciation in speaking.

137 Skill in speaking clearly and pleasantly, conveying spirit and enthusiasm in one's speech.

Using Gestures

166 Attitude that gestures help convey feelings in spoken communications.

DUTY: Communicating Information	**DUTY No.** B
	TASK No. 2

TASK:
Demonstrate telephone usage skills using telephone communication techniques to complete a telephone conversation.

ACHIEVEMENT INDICATORS: The Learner:

	Yes	No
1. Answered promptly -	____	____
2. Used proper identification and greeting (self, business, affiliation, etc.) -	____	____
3. Used cheerful and enthusiastic voice -	____	____
4. Used clear, distinct speech -	____	____
5. Used pleasing tone and pitch -	____	____
6. Used sufficient volume -	____	____
7. Used conviction and confidence in speaking -	____	____
8. Used proper close -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**

IDECC #

Telephone Usage

114 Skill in using the telephone correctly and effectively.

DUTY: Communicating Information	**DUTY No.** B
	TASK No. 3

TASK:
Introduce people using a business introduction to acquaint people.

ACHIEVEMENT INDICATORS: The Learner:

	Yes	No
1. Pronounced all names clearly and distinctly -	____	____
2. Provided information about the people being introduced -	____	____
3. Maintained good eye contact during introductions -	____	____
4. Followed business protocol -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**

IDECC #

Appropriate Introduction

96 Knowledge of how to address other people in a business-like manner whether they are customers, other employees, supervisors or management.

153 Attitude that the use of the terms of "endearment" lowers the merchandise, the salesperson and the store's image in the estimation of the customer.

DUTY: Communicating Information	**DUTY No.** B
	TASK No. 4

TASK:
Complete a business form using written communication skills to report information.

ACHIEVEMENT INDICATORS: The Learner:

	Yes	No
1. Completed the form -	____	____
2. Completed the form concisely -	____	____
3. Completed the form correctly -	____	____
4. Completed the form neatly -	____	____
5. Completed the form legibly -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**

IDECC #

Written Reports

94 Knowledge of how to use written communications in forms and reports.

DUTY: Communicating Information	**DUTY No.** B
	TASK No. 5

TASK:
Follow oral instructions using listening skills to complete a task.

ACHIEVEMENT INDICATORS: The Learner:

	Yes	No
1. Followed directions -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**

IDECC #

Listening to and Following Directions

119 Skill in listening to and following directions.

DUTY: Communicating Information	**DUTY No.** B
	TASK No. 6

TASK:
Participate in meetings using communication skills to keep informed of promotions, methods, and/or operations.

ACHIEVEMENT INDICATORS: The Learner:

	Yes	No
1. Participated in store meetings -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**

IDECC #

Role of Employee Meetings

167 Attitude that attending departmental or store-wide meetings is a good way to keep informed of promotions, changing methods and the operating picture.

DUTY: Communicating Information	**DUTY No.** B
	TASK No. 7

TASK:

Keep information confidential using store procedures to protect the employer, employee and/or customer.

ACHIEVEMENT INDICATORS: The Learner:

	Yes	No
1. Demonstrated skill in keeping information confidential -	_____	_____

CRITERIA:

Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**

IDECC #

Confidential Information

102 Knowledge of when to keep communications confidential.

DUTY: Communicating Information	**DUTY No.** B
	TASK No. 8

TASK:
Suggest change using communication skills to improve the work situation.

ACHIEVEMENT INDICATORS: The Learner:

	Yes	No
1. Identified situations where change is possible -	____	____
2. Communicated change effectively -	____	____
3. Communicated tactfully -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**

IDECC #

Suggesting Change to Management

93 Knowledge of how to suggest changes to management.

DUTY: Communicating Information	**DUTY No.** B
	TASK No. 9

TASK:
Distribute store information using interdepartmental communications to improve store operations.

ACHIEVEMENT INDICATORS: The Learner:	Yes	No
1. Distributed store information using interdepartmental communications -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**

IDECC #

Interdepartmental Communications

168 Attitude that communications between the various departments and divisions within a store will result in a more efficient operation with mutual benefits to all.

DUTY: Displaying Merchandise	**DUTY No.** C
	TASK No. 1

TASK:
Plan counter, window and interior displays using the purpose and uses of display and its effect on consumers to prepare for display construction.

ACHIEVEMENT INDICATORS: The Learner:	Yes	No
1. Identified merchandise to be displayed with supervisory personnel -	____	____
2. Planned a theme -	____	____
3. Completed a sketch of the display -	____	____
4. Estimated a budget for the display -	____	____
5. Submitted a budget for approval -	____	____
6. Listed materials for building display -	____	____
7. Listed special needs for setting up display (extra personnel, equipment) -	____	____
8. Planned a display which had one or more of the following purposes:		
a. Prestige -	____	____
b. Publicity -	____	____
c. Educating the public -	____	____
d. Introduced new styles -	____	____
e. Showed new uses for goods -	____	____
f. Built goodwill -	____	____
9. Planned a display which had one or more of the following uses for display:		
a. Attracted the attention of the customer -	____	____
b. Assisted in introducing new products -	____	____
c. Presented merchandise attractively -	____	____
d. Gave customers suggestions regarding related merchandise -	____	____

	Yes	No
e. Aided in presenting special sales to customers -	____	____
f. Aided in reminding customers of merchandise they needed or wanted -	____	____

CRITERIA:

Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**

IDECC #

Uses of Displays

259 Attitude that good display plays a major role in the volume movement of goods.

240 Attitude that good display can be used to create prestige, obtain publicity, educate the public, introduce new styles, show new uses for goods and build goodwill.

Affect of Display on Customers

237 Attitude that good display of merchandise is a prime factor in developing a customer's interest.

928 Attitude that good display of merchandise is a prime factor in developing a customer's interest.

DUTY: Displaying Merchandise	**DUTY No.** C
	TASK No. 2

TASK:
Build counter, window, and interior displays using color, harmony, balance, proportion, light, props, fixtures, materials and backgrounds to display merchandise.

ACHIEVEMENT INDICATORS: The Learner:

	Yes	No
1. Constructed a display that attracted attention -	____	____
2. Constructed a display that had selling power -	____	____
3. Constructed a display that had a central theme -	____	____
4. Constructed a display that had suitable props -	____	____
5. Constructed a display where the props were not more important than the merchandise -	____	____
6. Constructed a display that utilized design principles of:		
a. Color -	____	____
b. Harmony -	____	____
c. Balance -	____	____
d. Proportion -	____	____
7. Constructed a display that was clean and neat -	____	____
8. Constructed a display that had originality -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**

IDECC #

Color, Harmony, Balance, & Proportion

228 Skill in using color, harmony, balance and proportion in display construction.

Counter Displays

190 Knowledge of how to use the best arrangements for advertised merchandise on counters, tables, or shelves.

205 Skill in planning and constructing a counter display.

Mass Displays

216 Skill in using mass display in setting up displays of large quantities of merchandise.

189 Knowledge of the principles of mass display.

Developing Lifelike Displays

191 Knowledge of the ways to develop displays that feature merchandise as nearly as possible to the way it will be used.

209 Skill in displaying merchandise as it can be used.

Uses of Display Fixtures

174 Knowledge of the use of various types of display fixtures for the most advantageous display of merchandise.

231 Knowledge of the use of various types of display fixtures for the most effective display of merchandise.

DUTY: Displaying Merchandise	**DUTY No.** C
	TASK No. 3

TASK:
Perform display housekeeping using the specific rules necessary for the upkeep of displays of merchandise to maintain sales appearance.

ACHIEVEMENT INDICATORS: The Learner:	Yes	No
1. Corrected and adjusted displays when needed -	_____	_____
2. Observed the display daily for problems -	_____	_____
3. Replaced merchandise if any was missing -	_____	_____
4. Checked lights for effectiveness -	_____	_____
5. Cleaned the display regularly -	_____	_____
6. Maintained the props -	_____	_____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**

IDECC #

Display Housekeeping

177 Knowledge of the housekeeping procedures necessary for the proper upkeep of department displays of merchandise.

504 Knowledge of the ways to handle merchandise when placing it in stock or on display, as well as how to keep it clean.

252 Attitude that clean store windows enhance the merchandise being shown.

DUTY: Displaying Merchandise	**DUTY No.** C
	TASK No. 4

TASK:
Construct signs using copy, layout and lettering to produce signing.

ACHIEVEMENT INDICATORS: The Learner:	Yes	No
1. Constructed a lead-in line that gave a reason for buying, suggested use, or major buying benefit -	____	____
2. Constructed a headline that identified the merchandise by name, trade-mark, or brand name -	____	____
3. Assembled copy that answered questions the customer wanted to know about the product -	____	____
4. Assembled copy that pointed out the product features not obvious to the customer at first glance -	____	____
5. Priced merchandise correctly -	____	____
6. Organized copy briefly and to the point -	____	____
7. Reminded the prospective buyer of something wanted or needed -	____	____
8. Illustrated copy that balanced with the size of the sign -	____	____
9. Spelled copy correctly -	____	____
10. Constructed copy information that was understandable -	____	____
11. Spaced sign so the number of lines in the sign were appropriate for the sign size -	____	____
12. Spaced sign so the right and left margins of the sign had equal amounts of white space -	____	____
13. Spaced sign so it had slightly more white space at the bottom of the sign than at the top -	____	____
14. Spaced letters evenly on the sign -	____	____
15. Covered letters with appropriate amounts of ink -	____	____
16. Balanced copy lines even on the page -	____	____

CRITERIA:

Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**

IDECC #

Signing for Self-Selection Merchandise

195 Knowledge of how to develop display signs for self-service, self-selection fixtures that provide the customer with the key features and selling price of the merchandise.

239 Knowledge that self-selection merchandise must be properly signed or identified for greatest ease in customer selection.

Price Cards

180 Knowledge of the uses of price cards as silent sales specialist.

225 Skill in using price cards to emphasize the price of merchandise being shown.

Writing Copy

172 Knowledge of how to develop copy for point of sale signs.

121 Skill in writing point of sale sign copy which is effective in conveying a sales message to the customer.

232 Skill in developing copy for point of sale signs.

Lettering

181 Knowledge of or understanding the ways to letter and design a simple sign.

227 Knowledge of or understanding of the ability to letter and design a simple sign.

DUTY: Displaying Merchandise	**DUTY No.** C
	TASK No. 5

TASK:
Dismantle displays using merchandise, materials, fixtures, background and prop return principles and procedures to remove counter, window and interior displays.

ACHIEVEMENT INDICATORS: The Learner:	Yes	No
1. Gathered necessary tools before dismantling the display -	____	____
2. Dismantled the display safely -	____	____
3. Removed merchandise without damage -	____	____
4. Returned merchandise to stock or the selling area -	____	____
5. Removed background without damage -	____	____
6. Polished mirrors -	____	____
7. Cleaned display area -	____	____
8. Vacuumed floor/covering -	____	____
9. Polished props -	____	____
10. Returned fixtures and props to display storage -	____	____
11. Checked displayed merchandise for problems before it was returned to stock -	____	____
12. Recorded damaged merchandise -	____	____
13. Checked lights for replacement -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**

IDECC #

Dismantling Displays

233 Skill in determining when to dismantle and replace major displays when the "cleaning-up" of the remaining items can best be done in a side display.

211 Skill in dismantling displays so that neither the merchandise nor the fixtures will be damaged.

253 Attitude that displayed merchandise not quickly returned to selling departments usually increases inventory shortages.

DUTY: Applying Human Relations Skills	**DUTY No.** D
	TASK No. 1

TASK:
Display positive personality traits using human relations training to work cooperatively with others while on the job.

ACHIEVEMENT INDICATORS: The Learner:	Yes	No
1. Worked cooperatively with other employees, supervisors, and management to help maintain a pleasant working environment -	____	____
2. Completed assignments on schedule -	____	____
3. Arrived in plenty of time to prepare for assigned duties; always gave advance notice of absences -	____	____
4. Demonstrated the attitude that the worker's satisfactory job performance included not only what he/she did but also how he/she influenced and impressed other people -	____	____
5. Accepted and was accountable to persons responsible for direction and supervision -	____	____
6. Accepted constructive criticism and turned it into a character building element -	____	____
7. Planned and utilized time allotted to produce maximum production with minimum of supervision -	____	____
8. Persisted in completing a job or solving a problem -	____	____
9. Remained calm in crisis situations -	____	____
10. Performed needed tasks without special orders or instructions -	____	____
11. Demonstrated enthusiasm about the job, and the opportunities for self-improvement and advancement -	____	____
12. Led actions and thoughts of others in a positive manner -	____	____
13. Dressed neatly, cleanly, and appropriately -	____	____
14. Respected the rights and property of others -	____	____

IDECC #

Importance of Human Relations

309 Knowledge that next to job performance, human relations are an employee's greatest responsibility.

310 Attitude that the worker's satisfactory job performance includes not only what one does, but also how one influences other people, whether good or bad.

Understanding Self & Others

302 Skill in understanding one's self.

313 Attitude that understanding others and one's self is basic to working harmoniously together.

Personality Traits

326 Attitude that good human relations depend on the personality factor and on the adjustment of personalities.

286 Skill in developing traits necessary for successful job performance.

Honesty & Integrity

312 Attitude that honesty and integrity are personality traits necessary in job situations such as: recordkeeping, timekeeping, stockkeeping, and jobs that require working with money.

Orderly & Systematic Behavior

267 Knowledge of how to be orderly and systematic.

Positive Attitude

274 Knowledge that a positive attitude is usually reflected in one's work.

Interest & Enthusiasm

158 Attitude that nothing is quite so important or contagious as enthusiasm -- for the store, for the merchandise, and for customers.

268 Knowledge of how to show an interest in others.

303 Skill in generating enthusiasm toward people.

Initiative & Creativity

317 Attitude that performing tasks in addition to one's job responsibilities when situations necessitate is important for job success.

296 Skill in demonstrating initiative and creativity.

IDECC #	
	First Impression
163	Attitude that first impressions are important to the business and last impressions are longest remembered.
	Personal Health
285	Skill in maintaining good health for effective job performance.
	Dress & Grooming
263	Knowledge of how to dress appropriately for the job and maintain a well-groomed appearance.
319	Attitude that good personal appearance helps create effective customer impressions.
	Accepting Criticism
295	Skill in accepting criticism and turning it into a character-building element.
	Self-Control
284	Skill in maintaining an objective point of view.
294	Skill in exercising self-control in trying situations.
	Adjusting to Change
316	Attitude that an employee must be willing to accept and adjust to change.
301	Skill in adjusting to change.
	Avoiding Misrepresentations
289	Skill in avoiding misrepresentations of people, products, and policies.

DUTY: Applying Human Relations Skills

DUTY No. D

TASK No. 2

TASK:
Participate in professional development activities using vocational student organizations and local business organizations to improve personal and professional development.

ACHIEVEMENT INDICATORS: The Learner:

	Yes	No
1. Attended professional meetings -	____	____
2. Participated in civic consciousness activities -	____	____
3. Participated in student or business organizations -	____	____
4. Developed vocational-technical competencies -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:

RESOURCES:

IDECC #

Professional Organizations

663 Knowledge of the names and purposes of significant professional associations--local, state, and national--that are of interest to retail management.

334 Attitude that there is a need for joining and participating in meetings and activities which will improve personal and professional development.

DUTY: Applying Human Relations Skills	**DUTY No.** D
	TASK No. 3

TASK:
Answer customer inquiries for general information about the business using communications techniques, store policies, and the store layout to provide customer assistance.

ACHIEVEMENT INDICATORS: The Learner:

	Yes	No
1. Informed customers of the location of merchandise or departments within the store -	____	____
2. Answered customers' questions regarding store policies -	____	____
3. Used effective verbal communication techniques -	____	____
4. Represented the business favorably -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**

IDECC #	
	Human Relations & Public Relations
320	Attitude that good human relations within a company build good public relations.
933	Attitude of the importance of the salesperson's position in regard to the public relations function.
	Effective Communications
161	Attitude that even in the most skillfully constructed communications misinterpretations will develop.
127	Skill in communicating effectively with customers, co-workers, and supervisors.
	Representing the Business
287	Skill in representing a business favorably to customers and outside business associates.
	Handling Customer Inquiries
116	Skill in satisfactorily handling customer inquiries for general information.
	Interpreting Store Policies
117	Skill in interpreting store policies to customers.
	Directing Customers to Store Locations
826	Knowledge of department and merchandise locations within the store.
42	Skill in correctly informing customers of the location of advertised merchandise within the store.
	Remembering Customers' Names
862	Skill in remembering customers' names when serving them.

DUTY: Managing Store Functions	**DUTY No.** E
	TASK No. 1

TASK:

Assist training a new employee using knowledge of store policies, procedures, and merchandise to acquaint the employee with the department or store.

ACHIEVEMENT INDICATORS: The Learner:	Yes	No
1. Introduced new employee to others -	____	____
2. Explained store policies and procedures -	____	____
3. Explained departmental merchandise.	____	____
4. Used training methods such as telling, showing, and demonstrating -	____	____
5. Demonstrated supportive attitude -	____	____
6. Assisted new employee in completing duties -	____	____

CRITERIA:

Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**

IDECC #	
	Orienting New Employees
275	Understanding that a supervisor must help new employees adjust to their jobs, seeing that they are trained for the job and that they become acquainted with other employees.
606	Knowledge of the ways to make job orientation for new employees friendly, skillful and adequate.
282	Knowledge of methods used in sponsoring new employees in the department or store.
691	Skill in making job orientation for new employees friendly, skillful and adequate.
	Training Skills
607	Knowledge of the methods of training which can be used, such as telling, showing, demonstrating and dramatization.
293	Knowledge of how to train employees and follow up on the effectiveness of training.
690	Skill in selecting and using the methods of training best suited to individual situations.
138	Skill in assisting with the training or teaching of others.

DUTY: Managing Store Functions	**DUTY No.** E
	TASK No. 2

TASK:
Encourage morale among employees using human relations skills to maintain a positive working environment.

ACHIEVEMENT INDICATORS: The Learner:

	Yes	No
1. Demonstrated a positive attitude on the job -	____	____
2. Maintained morale of other employees -	____	____
3. Worked with other employees, customers, and supervisors cooperatively.	____	____
4. Demonstrated concern for maintaining a positive working environment.	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**

IDECC #	
	Employee Morale
272	Knowledge of morale as being the term frequently used to describe employee attitudes toward their jobs, employer and other employees.
311	Knowledge that employee morale is a primary responsibility of management.
328	Attitude that employee morale is influenced by the supervisor's attitude.
262	Knowledge of the factors which appear to affect employee morale.
264	Knowledge of how to build morale in employees.
	Working Environment
276	Knowledge that human relations in the retail organization consists of an interdependence with other employees, supervisors and customers.
604	Knowledge of how to maintain a working environment where employees can have a sense of security and reasonable freedom from worry.
266	Knowledge of how to develop and maintain a pleasant working environment.
744	Attitude that conditions should be such that working proves to be a satisfying social experience as well as a means of making a livelihood.

DUTY: Managing Store Functions	**DUTY No.** E
	TASK No. 3

TASK:

Follow store policies using established store policies and procedures to aid in performing a job.

ACHIEVEMENT INDICATORS: The Learner:

	Yes	No
1. Followed store policies -	____	____
2. Followed store procedures -	____	____

CRITERIA:

Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**

IDECC #

Establishing & Interpreting Policies

308 Knowledge that the store's personnel policies are established for the benefit of the store and the employee.

749 Attitude that management, supervisors and employees require a framework of policies and procedures within which to operate.

741 Attitude that careful and thoughtful consideration should be given to the probable effect each rule, notice, and practice will have on the feelings of all concerned.

743 Attitude that there should be a constant and intelligent effort on the part of management to be absolutely fair in every policy and practice.

715 Skill in determining those store policies and procedures that will be most beneficial to the operation of the business and to store personnel.

DUTY: Managing Store Functions	**DUTY No.** E
	TASK No. 4

TASK:
Follow lines of authority using store organizational structure to aid in accomplishing job tasks.

ACHIEVEMENT INDICATORS: The Learner:

	Yes	No
1. Identified correct person(s) to contact -	_____	_____
2. Followed lines of authority -	_____	_____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**

IDECC #

Personnel Organization

609 Understanding that a personnel organization, by showing lines of authority and responsibility, can be used in hiring and training as well as in increasing morale.

758 Attitude that a personnel organization enables the policies of the firm to be carried out and enables each employee to make a successful contribution to its successful operation.

759 Attitude that lines of authority should be followed so that a department head or supervisor's position may not be weakened by management dealing directly with employees on matters that are logically in the supervisor's domain.

DUTY: Managing Store Functions	**DUTY No.** E
	TASK No. 5

TASK:
Plan job tasks using planning and organizational skills to accomplish a job.

ACHIEVEMENT INDICATORS: The Learner:

	Yes	No
1. Identified tasks to be completed -	_____	_____
2. Allowed sufficient time to complete tasks -	_____	_____
3. Prioritized tasks in order of importance -	_____	_____
4. Combined tasks efficiently -	_____	_____
5. Requested assistance where appropriate -	_____	_____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**

IDECC #

Planning & Organizing Work

695 Skill in determining the most efficient way to accomplish the job in various situations.

723 Skill in planning and organizing work.

DUTY: Managing Store Function	**DUTY No.** E
	TASK No. 6

TASK:

Place stock within the department using layout considerations, traffic flow, fixtures, merchandise and store image to provide merchandise to customers.

ACHIEVEMENT INDICATORS: The Learner:	Yes	No
1. Organized merchandise to feature most profitable items -	_____	_____
2. Considered merchandise protection -	_____	_____
3. Considered cutomers' needs -	_____	_____
4. Considered safety hazards in placing fixtures and merchandise -	_____	_____
5. Placed merchandise to permit restocking with ease -	_____	_____
6. Followed stocking procedures of the department or store -	_____	_____

CRITERIA:

Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**

IDECC #

Space Allocation & Layout

626 Knowledge of the factors which influence a store arrangement and layout.

625 Knowledge of the ways to develop a department or store merchandise arrangement in relation to floor space expense, potential sales, and profits.

781 Attitude that an understanding of products' profit contributions helps in determining which items to feature and in allocating prime space and locations.

791 Attitude that an awareness of consumer buying motivations is especially helpful in planning space allocations, display units, and sales promotion.

697 Skill in locating or placing stock and fixtures within a department to facilitate customer service, increase merchandise protection, eliminate employee and customer hazards and permit ease of restocking.

711 Skill in developing and maintaining department or store merchandise arrangements in relations to floor space expense, potential sales and profits.

DUTY: Managing Store Functions	**DUTY No.** E
	TASK No. 7

TASK:

Explain customer services and facilities' locations using a knowledge of store services and facilities to respond to customers' needs.

ACHIEVEMENT INDICATORS: The Learner:

	Yes	No
1. Selected appropriate customer services -	____	____
2. Explained location of services or facilities accurately -	____	____
3. Suggested facilities or services to develop customer goodwill -	____	____

CRITERIA:

Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**

IDECC #	
	Customer Facilities
623	Knowledge of the availability and location of customer facilities.
753	Attitude that customer facilities help meet competition, encourage one-stop shopping and attract customers to the store.
	Shopping Conditions
936	Attitude that today's customer chooses the store where shopping conditions are most pleasant.
	Role of Special Customer Services
754	Attitude that special customer services and accommodations build customer goodwill and help increase sales.

DUTY: Managing Store Functions	DUTY No. E
	TASK No. 8

TASK:
Reduce store expenses using a knowledge of store policies, procedures and expense control to increase store profits.

ACHIEVEMENT INDICATORS: The Learner:

	Yes	No
1. Followed store policies and procedures -	____	____
2. Used cost-saving practices -	____	____
3. Encouraged others in cost-saving activities -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	RESOURCES:

IDECC #

Expense Control

619 Knowledge of careful use of supplies that will help control expenses.

618 Knowledge of seemingly small savings in some expense areas that can mean a substantial gain in profits.

666 Knowledge of how to control expenses in order to provide the highest possible profit.

752 Attitude that expenses are an influential factor in merchandising profitably.

694 Skill in observing and evaluating the operations of similar stores in an attempt to increase efficiency in one's own store operation.

Expense Control--Employee Role

617 Knowledge that although management plans expense control budgets, the actual control must be carried out by the cooperative efforts of all store employees.

DUTY: Using Mathematics	**DUTY No.** F
	TASK No. 1

TASK:

Perform basic mathematic computations with whole numbers using addition, subtraction, multiplication, and division skills to determine answers to whole number problems.

ACHIEVEMENT INDICATORS: The Learner:	Yes	No
1. Added accurately -	_____	_____
2. Subtracted accurately -	_____	_____
3. Multiplied accurately -	_____	_____
4. Divided accurately -	_____	_____

CRITERIA:

Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**

IDECC #

Types of Mathematical Manipulations

353 Knowledge of mathematical manipulations up to and including first degree algebraic expressions.

Addition

358 Skill in adding columns of figures with facility.

Multiplying & Extending Figures

357 Skill in multiplying and extending figures with facility.

DUTY: Using Mathematics	DUTY No. F
	TASK No. 2

TASK:
Perform basic mathematic computations with decimal numbers using addition, subtraction, multiplication, and division skills to determine answers to decimal problems.

ACHIEVEMENT INDICATORS: The Learner:	Yes	No
1. Translated percents to decimals -	____	____
2. Translated decimals to percents -	____	____
3. Added decimal numbers accurately -	____	____
4. Subtracted decimal numbers accurately -	____	____
5. Multiplied decimal numbers accurately -	____	____
6. Divided decimal numbers accurately -	____	____
7. Rounded decimal numbers correctly -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**

COMPETENCY STATEMENTS TASK No. F-2

IDECC #	
	Addition
358	Skill in adding columns of figures with facility.
	Multiplying & Extending Figures
357	Skill in multiplying and extending figures with facility.
	Percentages
377	Skill in using and translating percentages with facility.

DUTY: Using Mathematics	**DUTY No.** F
	TASK No. 3

TASK:

Perform basic mathematic computations with fractions using addition, subtraction, multiplication, and division skills to determine answers to fraction problems.

ACHIEVEMENT INDICATORS: The Learner:	Yes	No
1. Translated decimals and/or percents to fractions -	_____	_____
2. Translated fractions to decimals and/or percents -	_____	_____
3. Changed mixed numbers to improper fractions and improper fractions to mixed numbers -	_____	_____
4. Reduced fractions -	_____	_____
5. Determined lowest common denominator -	_____	_____
6. Added fractions accurately -	_____	_____
7. Subtracted fractions accurately -	_____	_____
8. Multiplied fractions accurately -	_____	_____
9. Divided fractions accurately -	_____	_____

CRITERIA:

Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**

COMPETENCY STATEMENTS TASK No. F-3

IDECC #	
	Percentages
377	Skill in using and translating percentages with facility.
	Fractions
*	Skill in using fractions with facility.

* Developed by task force.

DUTY: Using Mathematics

DUTY No. F

TASK No. 4

TASK:
Make change using change making techniques for cash registers without change indication to complete a sales transaction.

ACHIEVEMENT INDICATORS: The Learner:

	Yes	No
1. Announced total amount of sale to customer -	____	____
2. Stated amount of cash tendered by customer -	____	____
3. Placed cash tendered by customer on change slab -	____	____
4. Counted change while removing money from the cash drawer (from smallest denomination to largest) -	____	____
5. Counted change out loud as it was placed in the customer's hand -	____	____
6. Placed money in cash drawer and closed drawer -	____	____
7. Thanked customer -	____	____
8. Gave correct amount of change -	____	____
9. Gave fewest number of coins -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:

RESOURCES:

IDECC #

Making Change

818 Knowledge of how to make change and count it back to the customer.

896 Skill in determining the correct change and counting it back to the customer during a cash sale according to company procedures.

386 Skill in making change quickly and accurately.

371 Skill in making change and using the cash register.

DUTY: Using Mathematics	**DUTY No.** F
	TASK No. 5

TASK:
Make change using change making techniques for registers with change indication to complete a sales transaction.

ACHIEVEMENT INDICATORS: The Learner:

	Yes	No
1. Announced total amount of sale to customer -	_____	_____
2. Stated amount of cash tendered by customer -	_____	_____
3. Placed cash tendered by customer on change slab (some stores place money in cash drawer) -	_____	_____
4. Counted change while removing money from the cash drawer (from largest denomination to smallest) -	_____	_____
5. Counted changed out loud as it was placed in the customer's hand -	_____	_____
6. Placed money in cash drawer and closed drawer -	_____	_____
7. Thanked customer -	_____	_____
8. Gave correct amount of change -	_____	_____
9. Gave fewest number of coins -	_____	_____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**

IDECC #

Making Change

818	Knowledge of how to make change and count it back to the customer.
896	Skill in determining the correct change and counting it back to the customer during a cash sale according to company procedure.
386	Skill in making change quickly and accurately.
371	Skill in making change and using the cash register.

DUTY: Using Mathematics

DUTY No. F

TASK No. 6

TASK:
Fill out sales checks using merchandise information, sales tax computations, basic mathematics computations, alterations charges, delivery or mail charges, employee discounts, and/or lay-away charges, to complete a sales transaction.

ACHIEVEMENT INDICATORS: The Learner:

	Yes	No
1. Completed sales check with all necessary information filled in -	____	____
2. Extended figures accurately -	____	____
3. Computed split prices accurately -	____	____
4. Computed mail or postage charges--added after sales tax accurately -	____	____
5. Computed employee discounts--determined and subtracted before sales tax accurately -	____	____
6. Computed delivery charges--added after sales tax accurately -	____	____
7. Computed alterations charges--added before sales tax accurately -	____	____
8. Computed lay-away charges--added after sales tax accurately -	____	____
9. Computed sales tax accurately -	____	____
10. Computed total accurately -	____	____
11. Completed sales check legibly -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:

RESOURCES:

IDECC #

Calculating Amount of Purchase

384 Skill in determining the price of merchandise being purchased from the original price for a multiple purchase.

374 Skill in accurately calculating the exact amount of a customer's purchase.

390 Attitude that carefully calculating the exact amount of a customer's purchase will prevent inventory shortages.

Computing Discounts, Taxes, & Special Charges

359 Skill in computing postal and mail charges for delivery of merchandise to customers.

360 Skill in reading and interpreting self-computing scales that speed up mathematical procedures, such as tax computation charts.

362 Skill in computing local, state, and federal taxes which must be applied to the sale of goods.

363 Skill in accurately computing employee discounts, delivery charges, alteration charges and lay-away charges when writing out and computing sales checks.

Completing Sales Checks

819 Knowledge of the procedure to use when writing out sales checks.

898 Skill in properly writing out sales checks.

125 Skill in writing sales checks legibly so that errors in delivery, quantities sent, and amounts charged for can be eliminated.

Handling Cash Sales

813 Knowledge of the procedures involved in conducting a cash sale transaction.

890 Skill in efficiently handling a cash sale transaction.

DUTY: Using Mathematics

DUTY No. F

TASK No. 7

TASK: Distinguish taxable items using Michigan sales tax laws to determine the amount of sales tax to be.

ACHIEVEMENT INDICATORS: The Learner:

	Yes	No
1. Selected food items as nontaxable -	_____	_____
2. Selected food items eaten on the premises as taxable -	_____	_____
3. Selected non-food items as taxable -	_____	_____
4. Selected labor on services performed as nontaxable -	_____	_____
5. Selected alteration charges as taxable -	_____	_____
6. Selected layaway charges as nontaxable -	_____	_____
7. Selected delivery charges as nontaxable -	_____	_____
8. Selected mail and postage charges as nontaxable -	_____	_____

CRITERIA: Competence in the task will be recognized when the achievement indicators are successfully performed according to the supervisor.

TOOLS AND EQUIPMENT:

RESOURCES:

IDECC #

Recording & Reporting Sales Tax

* Skill in distinguishing taxable items from nontaxable items.

633 Knowledge of how to record and report federal and state sales taxes.

* Developed by task force.

DUTY: Using Mathematics	**DUTY No.** F
	TASK No. 8

TASK:
Operate a cash register/sales terminal using register operations techniques and a cash register operations manual to complete sales transactions.

ACHIEVEMENT INDICATORS: The Learner:	Yes	No
1. Identified parts of the cash register -	____	____
2. Indexed correct amount keys -	____	____
3. Indexed correct department keys -	____	____
4. Indexed proper transaction -	____	____
5. Subtotaled transaction -	____	____
6. Computed tax -	____	____
7. Totalled transactions -	____	____
8. Registered amount tendered by the customer -	____	____
9. Obtained amount of change due -	____	____
10. Voided errors (over rings or under rings) -	____	____
11. Read register totals -	____	____
12. Changed register tapes -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**

IDECC #	
	Cash Register/Terminal Operation
816	Knowledge of how to operate a cash register correctly.
888	Skill in efficiently handling a cash register.
907	Skill in quickly and accurately distinquishing the department from which merchandise comes and ringing the item on the correct cash register key.
	Cash Register/Terminal Errors
829	Understanding that stock shortages and overages are created by ringing an incorrect amount of a sale on the cash register or ringing the sale onto the wrong key.
354	Knowledge of how to determine a cash register error, the amount, and how to correct it on the proper form.
394	Attitude that careful use of the cash register will reduce inventory and money shortages.

DUTY: Using Mathematics	**DUTY No.** F
	TASK No. 9

TASK:
Examine checks using check authorization procedures and standards for properly written checks to determine the acceptability of the checks.

ACHIEVEMENT INDICATORS: The Learner:	Yes	No
1. Identified different kinds of checks:		
a. Government -	____	____
b. Payroll -	____	____
c. Personal -	____	____
2. Identified common errors found on checks:		
a. Post-dating -	____	____
b. Amount in figures differs from amount written out -	____	____
c. Altered -	____	____
d. Bank number and account number printed in magnetic figures at the bottom of	____	____
e. Filled out completely -	____	____
3. Followed procedures when accepting checks:		
a. Written for amount according to store policy -	____	____
b. Made out and signed in presence of cashier -	____	____
c. Verified signature, address and customer's description against pieces of identification -	____	____
d. Received proper authorization for checks over floor limit -	____	____

IDECC #

Handling Checks

832 Knowledge of how to process checks in payment for merchandise purchased.

621 Knowledge of how to authorize customer checks according to the store's policy.

775 Attitude that since cashing checks is a risky business, every precaution should be taken when cashing them.

DUTY: Using Mathematics	DUTY No. F
	TASK No. 10

TASK: Process a charge sale using a credit card, an imprinting machine, sales slip, and merchandise information, to complete the sales transaction.

ACHIEVEMENT INDICATORS: The Learner:	Yes	No
1. Asked customer for credit card -	_____	_____
2. Checked card number against invalid list -	_____	_____
3. Completed the charge slip:		
a. Filled in all necessary information -	_____	_____
b. Extended amounts accurately -	_____	_____
c. Computed tax accurately -	_____	_____
d. Computed total correctly -	_____	_____
4. Imprinted the charge slip with the customer's charge card -	_____	_____
5. Obtained the customer's signature on the charge slip -	_____	_____
6. Received authorization (if necessary) -	_____	_____
7. Returned customer's charge card -	_____	_____

CRITERIA: Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**

IDECC #

Handling Charge Sales

889 Skill in efficiently handling a charge sale transaction.

814 Knowledge of the procedures involved in conducting a charge sale transaction.

815 Knowledge of how to properly handle charge plates during a sales transaction.

DUTY: Using Mathematics

DUTY No. F

TASK No. 11

TASK:
Process customer returns using exchange, cash refund or credit charge procedures to complete the transaction.

ACHIEVEMENT INDICATORS: The Learner:

	Yes	No
1. Selected appropriate merchandise return procedure:		
a. Exchange -	____	____
b. Cash refund -	____	____
c. Credit charge -	____	____
2. Completed appropriate form -	____	____
3. Completed form with all necessary information -	____	____
4. Computed sales tax accurately -	____	____
5. Computed amount of refund, credit or amount due from customer accurately -	____	____
6. Completed form legibly -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:

RESOURCES:

IDECC #

Handling Returns

817 Knowledge of the store's procedures for handling merchandise being returned by the customer for exchange, cash refund, or charge credit.

879 Skill in determining how to handle individual situations in which merchandise is being returned for exchange, cash refund or charge credit.

DUTY: Using Mathematics	**DUTY No.** F
	TASK No. 12

TASK:
Check out cash register totals using beginning cash amount, an ending cash count, and paid outs to prove the cash drawer.

ACHIEVEMENT INDICATORS: The Learner:

	Yes	No
1. Recorded cash register totals -	____	____
2. Counted ending cash accurately -	____	____
3. Totaled cash in drawer accurately -	____	____
4. Added paid outs -	____	____
5. Subtracted beginning cash fund -	____	____
6. Compared cash register totals with actual cash count and determined if cash was:		
a. Short -	____	____
b. Over -	____	____
c. Proved -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**

IDECC #

Register/Terminal Check Out

361 Skill in balancing cash and totaling sales for the department and/or register at the end of the day.

389 Skill in the ability to balance cash drawers against register readings.

Department Close Out

632 Knowledge of how to "close out" the department at the end of a selling day.

636 Knowledge of how to use sales sheets in the reporting of daily sales in a department.

DUTY: Performing Merchandising Activities	**DUTY No.** G
	TASK No. 1

TASK:

Count stock using the physical inventory and inventory forms to determine the actual amount of merchandise on hand.

ACHIEVEMENT INDICATORS: The Learner:	Yes	No
1. Prepare merchandise correctly for counting -	____	____
2. Followed procedures involved in a merchandise count for physical inventory -	____	____
3. Recorded merchandise count accurately -	____	____

CRITERIA:

Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**

IDECC #

Purpose of Stock Counts

401 Knowledge that stock counts are taken for inventory control purposes and ordering purposes.

Organizing Stock Counts

837 Knowledge of how to prepare or organize stock for accurate and fast counting during an inventory.

462 Skill in scheduling stock counts to assure depth of stock in merchandise.

Conducting Stock Counts

414 Knowledge of the procedures involved in a merchandise count for physical inventory.

463 Skill in participating in merchandising counts for physical inventories.

442 Skill in taking accurate stock accounts of merchandise for ordering inventory or unit-book-control.

DUTY: Performing Merchandising Activities	DUTY No. G
	TASK No. 2

TASK:
Place an order using a merchandise plan to maintain correct quantities of basic stock.

ACHIEVEMENT INDICATORS: The Learner:

	Yes	No
1. Analyzed inventory control records -	____	____
2. Analyzed sales -	____	____
3. Analyzed products availability -	____	____
4. Determined quantities needed -	____	____
5. Placed order -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	RESOURCES:

IDECC #

Interpreting Consumer Demand

935 Attitude that today's customer keeps up-to-date on recent developments, is often pre-sold when the customer arrives in the store, is alert to new ideas, wants facts about the merchandise and expects wide assortments.

488 Attitude that the customer is the determining factor in buying merchandise for a retail store or department.

434 Skill in interpreting consumer demand as it applies to the merchandise in the selling department.

780 Attitude that although price heads the list of reasons consumers give for starting to trade at a store, quality, variety, and human relations encourage them to continue trading there.

Unit Inventory Control Systems

415 Knowledge of the uses of inventory control records in predicting trends in price lines, colors, types, sizes, etc.

427 Knowledge of the uses of the information available from unit inventory control systems.

451 Skill in using unit control records to predict trends in price lines, colors, types, sizes, etc.

490 Attitude that unit inventory control systems must be kept up-to-date if they are to be useful in planning and making purchases.

466 Skill in using forms and records necessary in inventory control.

467 Skill in interpreting and using the information available from unit inventory control systems.

Merchandise Assortments

475 Attitude that complete assortments of wanted merchandise must be maintained at all times to stimulate best sales.

Model Stock Plans

637 Knowledge of the amount on-hand of various items which is considered an adequate supply.

423 Knowledge of stock quantities necessary for seasonal or year-round selling.

408 Knowledge of the uses of a model or basic stock plan.

IDECC #

549 Skill in keeping an accurate record of the supply of merchandise on-hand and/or amount to re-order.

447 Skill in determining stock quantities necessary for seasonal or year-round selling.

453 Skill in preparing and maintaining a model or basic stock plan.

433 Skill in placing re-orders as soon as the need is discovered to assure depth of stock in wanted merchandise.

Reporting Low Stock Quantities

947 Attitude that the buyer or department manager must be promptly informed of items not in stock for which customers ask.

476 Attitude that the buyer must be kept informed of low quantity points of staple stocks.

Store Policies

396 Knowledge of the store's price-line structure and pricing policies.

Psychological Effects of Pricing

397 Knowledge of how pricing affects customers psychologically.

460 Skill in determining the psychological effect of prices on a customer.

DUTY: Performing Merchandising Activities	**DUTY No.** G
	TASK No. 3

TASK:

Comparative shop for merchandise using price, product features and competitive conditions to analyze competitor's merchandise.

ACHIEVEMENT INDICATORS: The Learner:

	Yes	No
1. Compared prices -	____	____
2. Compared product features -	____	____
3. Compared competitive conditions -	____	____

CRITERIA:

Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**

IDECC #

Comparison Shopping

4 Knowledge of the merchandise features to analyze when comparison shopping of competitor's merchandise.

50 Skill in comparison shopping of competitor's merchandise.

438 Skill in keeping informed of competitive conditions in the market area which the store serves.

546 Skill in knowing what to look for when comparison shopping of a competitor's merchandise.

553 Skill in showing customers the points of superiority of one's own product in comparison to competing store's products.

DUTY: Performing Business Operations	**DUTY No.** H
	TASK No. 1

TASK:

Suggest the use of credit using store credit information to increase sales.

ACHIEVEMENT INDICATORS: The Learner:

	Yes	No
1. Explained store credit information -	_____	_____
2. Demonstrated a positive attitude about the use of store credit -	_____	_____
3. Selected the right type of credit plan for the situation -	_____	_____
4. Used credit information as a selling tool -	_____	_____

CRITERIA:

Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**

IDECC #

Purpose & Importance of Credit

821 Knowledge of the importance of credit as a tool.

735 Attitude that the advantages of credit to the store... produces sales that might never have been made, increases the number of sales per customer, and attracts a better type of customer to the store.

736 Attitude that the advantages of credit to the customer... smoothes out irregularities of purchasing power, is a shopping convenience, etc.

Keeping Sales Specialists Informed

824 Knowledge of the store's credit policy, terms, and credit plans.

739 Attitude that a sales specialist must be supplied with credit information, especially changes in credit policies.

DUTY: Performing Business Operations	**DUTY No.** H
	TASK No. 2

TASK:
Complete departmental stock control records using stockkeeping forms and reports according to store procedures to provide inventory control.

ACHIEVEMENT INDICATORS: The Learner:	Yes	No
1. Recorded all incoming merchandise -	____	____
2. Posted prices correctly -	____	____
3. Posted quantities correctly -	____	____
4. Posted sales accurately -	____	____
5. Posted merchandise returns -	____	____
6. Posted markdowns correctly -	____	____
7. Followed store procedures -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**

IDECC #

Stock Control Records

400	Knowledge of the uses of forms and records necessary in inventory control.
640	Knowledge of the uses of forms and reports necessary in stockkeeping.
474	Attitude that stockkeeping errors or losses affect company profits.
379	Skill in maintaining mathematically correct stock control records.
368	Skill in keeping stock control books...posting prices, styles, codes, sales, markdowns, and merchandise returns.

DUTY: Performing Business Operations	DUTY No. H
	TASK No. 3

TASK:
Unload delivery vehicles using store procedures and equipment to move incoming stock.

ACHIEVEMENT INDICATORS: The Learner:	Yes	No
1. Unloaded merchandise quickly -	____	____
2. Demonstrated safe lifting techniques -	____	____
3. Handled merchandise carefully -	____	____
4. Moved stock to the correct location -	____	____
5. Signed for delivery correctly -	____	____
6. Selected correct store equipment to move stock -	____	____
7. Checked condition of equipment -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	RESOURCES:

IDECC #

Unloading Merchandise

669 Knowledge of how to unload delivery trucks quickly and efficiently, placing items in their proper position in the stock area.

DUTY: Performing Business Operations	**DUTY No.** H
	TASK No. 4

TASK:

Check incoming merchandise using invoices, shipping tickets, purchase orders, and store checking procedures to prevent the receipt of incorrect shipments and damaged merchandise.

ACHIEVEMENT INDICATORS: The Learner:	Yes	No
1. Counted each item correctly -	____	____
2. Verified items against invoice or shipping ticket -	____	____
3. Verified items against purchase order -	____	____
4. Checked for damaged merchandise -	____	____
5. Reported incorrect items on the order -	____	____
6. Reported damaged items -	____	____
7. Followed store checking procedures -	____	____

CRITERIA:

Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**

IDECC #	
	Checking Incoming Merchandise
638	Knowledge of the procedures involved in checking merchandise against an invoice.
761	Attitude that complete records should be kept of all incoming merchandise for store protection.
708	Skill in accurately checking in merchandise against an invoice.
	Damaged Merchandise
634	Knowledge of procedures for reporting and handling damaged merchandise.
784	Attitude that damaged or spoiled merchandise must be kept at a minimum to protect the store's profit picture.

DUTY: Performing Business Operations

DUTY No. H

TASK No. 5

TASK:
Mark merchandise using marking equipment and supplies, forms, and store procedures to prepare merchandise for sale.

ACHIEVEMENT INDICATORS: The Learner:

	Yes	No
1. Selected correct type of price ticket -	____	____
2. Marked price correctly -	____	____
3. Protected merchandise from damage in marking -	____	____
4. Followed store procedures -	____	____
5. Selected appropriate marking equipment and supplies -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:

RESOURCES:

IDECC #

Marking Merchandise

645 Knowledge of how to put price tickets on various types of merchandise.

709 Skill in putting price tickets on various types of merchandise.

644 Knowledge of how to operate price-marking equipment.

710 Skill in using price-marking equipment.

DUTY: Performing Business Operations	**DUTY No.** H
	TASK No. 6

TASK:
Change marked retail prices using marking equipment and supplies, forms, and store procedures to correct merchandise prices.

ACHIEVEMENT INDICATORS: The Learner:	Yes	No
1. Marked correct price on merchandise -	_____	_____
2. Selected appropriate marking equipment, supplies and forms -	_____	_____
3. Recorded price changes according to store procedures -	_____	_____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**

IDECC #

Price Changes

406 Knowledge of the store's methods or procedures used for changing retail stock prices up or down.

347 Knowledge of how to adjust pricing errors on merchandise price tickets and to record such errors in markdown or markup records.

426 Knowledge of the store's procedure for recording markups, markdowns, additional markups, and revisions of retail down.

DUTY: Performing Business Operations	**DUTY No.** H
	TASK No. 7

TASK:

Stock merchandise using store procedures for stock rotation, understock, or reserve to maintain merchandise levels.

ACHIEVEMENT INDICATORS: The Learner:

	Yes	No
1. Placed merchandise in the proper location -	_____	_____
2. Arranged merchandise according to store procedures -	_____	_____
3. Rotated older merchandise to the front -	_____	_____
4. Handled merchandise carefully -	_____	_____

CRITERIA:

Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**

IDECC #

Reserve & Understock

505 Knowledge of the various locations of merchandise on the selling floor and in reserve stock.

878 Skill in locating stock on the selling floor, in an understock, or a reserve stock.

881 Skill in determining the best location and arrangement of stock on the selling floor, in understock, or reserve stock.

Stock Rotation

908 Skill in rotating coded items to the front so that older merchandise is sold first.

DUTY: Performing Business Operations	**DUTY No.** H
	TASK No. 8

TASK:

Perform store maintenance using maintenance procedures and store equipment to present appropriate store appearance.

ACHIEVEMENT INDICATORS: The Learner:

	Yes	No
1. Maintained merchandise in a clean and orderly manner -	____	____
2. Performed housekeeping duties assigned (i.e. cleaned windows, floors, fixtures, displays etc.) -	____	____
3. Handled equipment carefully -	____	____
4. Maintained assigned equipment (i.e. lights, registers, marking machines, typewriters, etc.) -	____	____
5. Followed store maintenance procedures -	____	____

CRITERIA:

Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**

IDECC #

Functions of Store Maintenance

614 Knowledge of the functions of store maintenance.

750 Attitude that a well-kept store is a primary means of attracting and holding business.

Housekeeping Responsibilites

840 Knowledge of the housekeeping duties which must be performed in connection with proper stock care.

940 Attitude that stocks which are kept fresh and tidy are a true asset during a sale.

Handling Store Equipment

696 Skill in handling and caring for store equipment.

DUTY: Performing Business Operations	**DUTY No.** H
	TASK No. 9

TASK: Observe safety precautions using store policies and procedures to prevent accidents.

ACHIEVEMENT INDICATORS: The Learner:	Yes	No
1. Cleared aisles -	_____	_____
2. Handled equipment safely -	_____	_____
3. Arranged stock to prevent accidents -	_____	_____
4. Followed store safety precautions -	_____	_____
5. Assisted others in following store safety precautions -	_____	_____

CRITERIA:

Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**

IDECC #

Safety Precautions

615 Knowledge of proper care of store equipment and proper stock arrangements that can help prevent accidents.

777 Attitude that empty cases and cartons should be quickly cleared from aisles to prevent customer and employee accidents.

732 Skill in remembering safety precautions that can eliminate accidents while handling equipment.

DUTY: Performing Business Operations	**DUTY No.** H
	TASK No. 10

TASK:
Assist accident victims using store procedures to provide for customer and/or employee welfare.

ACHIEVEMENT INDICATORS: The Learner:	Yes	No
1. Reported accidents according to store procedures -	____	____
2. Comforted accident victim.-	____	____
3. Followed store procedures to obtain assistance -	____	____
4. Obtained information about the accident -	____	____
5. Performed neccessary first aid -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**

IDECC #

Accident Procedures

660 Knowledge of how to take care of employees' and customers' accidents in the store.

DUTY: Performing Business Operations	**DUTY No.** H
	TASK No. 11

TASK:

Recognize potential shoplifters using store policies and procedures to prevent theft.

ACHIEVEMENT INDICATORS: The Learner:

	Yes	No
1. Greeted all customers in the department -	_____	_____
2. Recognized potential shoplifting situations -	_____	_____
3. Followed store procedures for shoplifting -	_____	_____

CRITERIA:

Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**

IDECC #	
	Shoplifting
651	Knowledge of how to contend with cases of shoplifting according to the store's policies and procedures.
699	Skill in recognizing and handling shoplifting.

DUTY: Using Product and Service Information	**DUTY No.** I
	TASK No. 1

TASK:
Collect product information using a product, current merchandising trends, manufacturers' services, trade journals, competitors' products, sales personnel, product labels and tags, and product guarantees, to become familiar with the product.

ACHIEVEMENT INDICATORS: The Learner:	Yes	No
1. Listed sources of product information for the product -	____	____
2. Listed trade journals where information about the product could be found -	____	____
3. Reported changes in the product in the last three to five years -	____	____
4. Described how the product was constructed -	____	____
5. Described materials used to make the product -	____	____
6. Described uses for the product -	____	____
7. Described performance of the product -	____	____
8. Explained care of the product -	____	____
9. Described outstanding features or selling points -	____	____
10. Explained guarantee or warranty covering the product -	____	____
11. Explained information provided on product tag or label -	____	____
12. Determined grade of product -	____	____
13. Explained any government standards or laws that may apply to the product -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**

IDECC #

Merchandising Trends

513 Knowledge of current merchandise fashion, trends, product innovation, etc.

545 Skill in analyzing a product in relation to current trends, such as fashion or style, innovations, novelty appeals, etc., so that a better job of selling can be done.

Use of Journals & Periodicals

581 Attitude that a familiarity with trade journals will supplement product, merchandise, and service knowledge as well as current business trends.

149 Attitude that fashion and style information, product information, product knowledge and business trends can be obtained by reading trade and business journals and publications.

110 Attitude that management has a responsibility to keep informed of technical advances and new methods in marketing and distribution by reading trade journals and publications.

435 Skill in keeping up-to-date on trends through trade journals, central buying, office aids, etc.

Using Manufacturer's Services

419 Knowledge of the ways to best use product information or merchandise training sessions provided by manufacturers to keep sales personnel up-to-date and customers well-informed.

585 Attitude that merchandise information is obtainable from customers, competitors, sales representatives, producers, employees, and supervisors.

449 Skill in using product information or merchandise training sessions provided by manufacturers to keep sales personnel up-to-date and customers well-informed.

Merchandise Guarantees

512 Knowledge that merchandise guarantees and directions protect both the customer and the store and help increase sales.

554 Skill in interpreting merchandise guarantees and directions to customers.

IDECC #

Standards, Grades, & Labels

520 Knowledge that standardization provides a basis upon which grading can be determined and aid customers in buying goods and services to fit their needs.

516 Knowledge of how grades may be expressed by letters or words.

521 Knowledge of various governmental, state and local laws regarding standards.

515 Knowledge of protective measures behind standards, grades, and labels.

558 Skill in using grades as selling points in answering customer questions.

Use of Pre-Packaging

631 Knowledge that pre-packaging of merchandise by either the retailer or the manufacturer helps by speeding up selling service, reducing damages and handling costs, and eliminating packing activities.

DUTY: Using Product and Service Information	**DUTY No.** I
	TASK No. 2

TASK:

Examine returned merchandise using store procedures to determine defects or flaws in merchandise.

ACHIEVEMENT INDICATORS: The Learner:

	Yes	No
1. Identified defect in product -	____	____
2. Referred to the proper person -	____	____

CRITERIA:

Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**

IDECC #

Handling Returned Merchandise

841 Knowledge of how to make minor repairs to merchandise to return it to selling condition.

547 Skill in analyzing merchandise returned as unsatisfactory by customers to determine reasons for poor performance.

DUTY: Using Product and Service Information	**DUTY No.** I
	TASK No. 3

TASK:

Demonstrate knowledge of product information using store ads, displays, competitor's ads, product tags and labels, and manufacturer's information to sell merchandise.

ACHIEVEMENT INDICATORS: The Learner:

	Yes	No
1. Demonstrated knowledge of merchandise including colors, sizes, styles, models, prices, etc. -	____	____
2. Answered questions about merchandise -	____	____
3. Discussed merchandise in store ads and displays -	____	____
4. Translated product knowledge into customer benefits -	____	____

CRITERIA:

Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**

IDECC #

Attitudes Toward the Merchandise

922 Attitude of a strong interest in the merchandise or service being sold.

925 Attitude that genuine enthusiasm for merchandise during a sale will help create desire or interest in the customer.

Importance of Merchandise Information

510 Knowledge that adequate merchandise information will enable the sales specialist to increase sales as well as earning capacity.

950 Attitude that successful selling hinges on adequate product information, the customer's understanding, and sales specialist's personality.

583 Attitude that adequate merchandise knowledge usually creates in the sales specialist enthusiasm for goods and adds to self confidence.

587 Attitude that adequate merchandise information will help increase sales and promote better customer relations.

588 Attitude that adequate merchandise information will build customer confidence in the merchandise as well as in the store.

582 Attitude that a sales specialist must have sufficient knowledge of the merchandise sold in order to answer a customer's questions.

586 Attitude that keeping informed of merchandise and product information makes the sales supporting job more interesting.

931 Attitude that basic product information is necessary to demonstrate good selling practices.

Advertised or Displayed Merchandise

509 Knowledge of the values of advertising information to the sales specialist.

941 Attitude that one must know the merchandise being featured in interior and window displays in order to do an adequate selling job.

72 Attitude that newspaper advertising must be read in order to keep informed of the advertising done by one's own store and its competitors.

70 Attitude that it is necessary to know about merchandise being advertised such as prices, brand names, available sizes, colors, styles, and models in order to better promote or sell it.

IDECC #

589 Attitude that specific merchandise information may be found in ads.

39 Skill in studying specific information in advertisements and using the advertised facts effectively in selling.

555 Skill in using facts from merchandise advertisements during sales.

3 Knowledge of prices, available sizes, colors, styles, or models of merchandise being advertised in order to better promote or sell.

Competitor's Advertising

62 Attitude that an awareness of competitors advertised merchandise... its prices and competitive selling features...is beneficial in selling one's own merchandise.

Maintaining Product Information

590 Attitude that merchandise information can be gained by handling merchandise and by using it.

560 Skill in maintaining a usable bank of product knowledge, selecting that which can be used with individual customers.

Using Tags, Labels, Etc.

517 Knowledge that labels taking the form of tags, stamps, wrappers, etc. identify products as to their content.

502 Knowledge of sources of merchandise information such as the merchandise itself, hangtags, labels, leaflets, box covers and price tags.

Features & Benefits

827 Knowledge of the selling features of products and/or services.

822 Knowledge of how to translate product knowledge into customers benefits.

DUTY: Selling Merchandise	**DUTY No.** J
	TASK No. 1

TASK:
Utilize sales techniques using customer relations, approach, questions and observations, product knowledge, merchandise demonstration, answering objections, suggestion selling, and closing techniques to sell merchandise.

ACHIEVEMENT INDICATORS: The Learner:	Yes	No
1. Handling the Customer:		
a. Treated customer courteously -	____	____
b. Kept customer's needs first in mind -	____	____
c. Represented management's viewpoint to customers -	____	____
d. Demonstrated pride in serving the customer -	____	____
2. Approaching the Customer:		
a. Used appropriate type of approach -	____	____
b. Approached at the correct time -	____	____
c. Used appropriate words in approaching the customer -	____	____
3. Determining Customer's Wants and Needs:		
a. Questioned to determine customer's desires, wants, and needs -	____	____
b. Questioned to determine personal characteristics -	____	____
c. Selected appropriate merchandise -	____	____
4. Presenting the Merchandise:		
a. Used descriptive phrases -	____	____
b. Used selling features -	____	____
c. Identified benefits -	____	____
d. Involved customer with the merchandise -	____	____
e. Used logical sequence -	____	____
5. Handling Objections:		
a. Questioned customer to determine objections -	____	____
b. Identified type of objections -	____	____

	Yes	No
6. Suggesting Related Items:		
a. Identified related merchandise -	____	____
b. Described benefits to customer -	____	____
c. Attempted to close the sale with suggested merchandise -	____	____
7. Closing the Sale:		
a. Recognized customer's buying signals -	____	____
b. Asked for the sale -	____	____
c. Demonstrated closing techniques -	____	____

CRITERIA:

Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**

IDECC #	
	Opening the Sale
866	Skill in determining when to approach a customer to open a sale.
869	Skill in opening a sales conversation with a suitable statement or remark.
	Determining Customers' Wants & Needs
870	Skill in determining customers' wants and desires during a sale.
920	Attitude of sincere interest in customers and their problems.
865	Skill in remembering personal information about individual customers.
867	Skill in showing a genuine interest in the customer's problem.
810	Knowledge of how to handle individual differences in customers.
918	Attitude that each customer is an individual.
863	Skill in distinguishing a customer's personal characteristics while talking to the customer.
288	Skill in adapting to the personality and needs of a customer.
	Presenting the Merchandise
132	Skill in developing descriptive phrases and sentences to be used in selling the merchandise in the department or store.
551	Skill in building a sales talk around merchandise selling features.
562	Skill in selecting and quoting factual comments about certain products.
548	Skill in using facts about the merchandise itself when helping a customer make a buying decision.
564	Skill in translating merchandise label information into selling price.
559	Skill in helping customers buy intelligently with the use of stamps, tags, wrappers etc., attached to merchandise.
843	Knowledge that effectively handling merchandise builds respect for the goods in the customer's mind and helps to emphasize value.
948	Attitude that merchandise must be carefully handled to reduce markdowns.
924	Attitude that value is added to merchandise that is handled with care and respect.

IDECC #	
806	Knowledge of the ways to demonstrate merchandise to create interest and desire in customers.
501	Knowledge of the ways to show that an item of merchandise is suited for the purpose the customer has in mind.
939	Attitude that to avoid confusing the customer a reasonable number of items should be shown at one time.
807	Knowledge of how to get merchandise into the customer's hands to create desire and attachment to the item.
842	Knowledge that a combination of seeing, hearing, and participation on the part of the customer helps strengthen a sales presentation.
893	Skill in demonstrating merchandise in the ways it may be used by the customer.
892	Skill in getting merchandise into the customer's hands to create desire and attachment to the item.
	Handling Objections
811	Knowledge of the ways to help a customer make a buying decision.
891	Skill in helping a customer make a buying decision.
880	Skill in treating customers with courtesy even though they don't buy, in hope that they will return to buy at some future date.
884	Skill in questioning, observing, and listening in order to complete a successful sale.
872	Skill in listening for indications regarding the prices a customer wants to pay during a sale.
868	Skill in determining where the customer is in thinking and proceeding to assist the customer through the remaining decisions in the buying process.
934	Attitude that the time needed to help a customer make a buying decision may double or triple that of another customer.
926	Attitude that customers' objections must be handled and overcome with respect.
874	Skill in sensing a customer's objections and handling them as effectively as possible.

IDECC #	
	Customer Relations
921	Attitude that the job of selling contributes to the well-being of customers.
930	Attitude that selling is helping the customer obtain personal satisfaction for money spent.
923	Attitude that selling is important to the store and to the economy.
938	Attitude that one should feel pride in being a sales specialist.
957	Attitude that one should give the best customer service with the customer always first in mind.
943	Attitude that one should live up to promises made to customers.
919	Attitude that the customer needs the service or product being offered.
899	Skill in serving customers in the manner or style that management desires.
932	Attitude that a sufficient understanding of a firm's policies is necessary to truly represent the viewpoint of management to customers.
830	Knowledge of how to analyze customer needs.
946	Attitude that in selling, one is appealing to such fundamental human wants as security, love and power.
883	Skill in determining the buying motives of customers and then appealing to them.
828	Knowledge that customer loyalty can be built with timely merchandise and friendly service.
280	Knowledge of the ways to effectively handle difficult customers.
897	Skill in tactfully handling difficult customers.
	Approach
812	Knowledge of the customer approaches such as greeting, merchandise and services which may be used when opening a sale.
511	Knowledge that merchandise information is a useful tool in opening a sales conversation with a customer.
942	Attitude that customers should be approached promptly and not kept waiting.

IDECC #

Suggestion Selling

809 Knowledge of how to suggest related items, accessory items or larger quantities to customers in order to increase the amount of the sale.

844 Knowledge of the effects of underselling which are often as harmful as overselling.

929 Attitude that suggestion selling is a service to the customer and also personal satisfaction for money spent.

877 Skill in effectively suggesting advertised merchandise from one's own department or other department in the store that might satisfy the needs of the customer.

882 Skill in coordinating merchandise with related items in an attempt to increase the amount of the sale.

875 Skill in suggesting larger quantities, related goods and additional goods in an effort to increase the average sale.

Closing the Sale

820 Knowledge of the ways to determine how and when to close a sale.

895 Skill in determining when and how to close a sale.

876 Skill in closing a sale with a statement appropriate to the occasion or the season.

886 Skill in engaging appropriate timing in every phase of the sales presentation.

DUTY: Selling Merchandise	**DUTY No.** J
	TASK No. 2

TASK:

Process a customer's telephone order using an order form, merchandise information and sales techniques to complete a merchandise sale.

ACHIEVEMENT INDICATORS: The Learner:	Yes	No
1. Greeted caller -	____	____
2. Identified self -	____	____
3. Identified retail store and department -	____	____
4. Listened to the request -	____	____
5. Answered customer's questions -	____	____
6. Completed a telephone order sales check which contained appropriate information -	____	____
7. Suggested additional merchandise -	____	____
8. Repeated all recorded information to the caller -	____	____

CRITERIA:

Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**

IDECC #

Telephone Selling

99	Knowledge of the differences that exist in communications used in selling over the telephone and over the counter.
835	Knowledge of how to fill mail or telephone orders for merchandise.
8	Knowledge of the procedures for handling mail and telephone orders in response to ads.
156	Knowledge of the importance of adequate merchandise knowledge in telephone selling.
130	Skill in listening to customers' names and addresses and writing them correctly.
115	Skill in receiving or giving telephone orders, complaints, and messages.

DUTY: Selling Merchandise	**DUTY No.** J
	TASK No. 3

TASK:
Wrap a customer's package using packing materials and techniques to protect the merchandise.

ACHIEVEMENT INDICATORS: The Learner:

	Yes	No
1. Selected appropriate materials considering durability and economy -	____	____
2. Wrapped a package that reflects the store image -	____	____
3. Wrapped package in minimal time -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**

IDECC #

Wrapping/Packaging Merchandise

887 Skill in packing or wrapping a customer's purchase whether it is a take-with purchase or one to be delivered.

552 Skill in carefully wrapping and packing the customer's purchase according to size, shape and weight of the item purchased.

630 Knowledge that efficient wrapping and packing depends heavily on the best location of wrapping and packaging units, careful selection of equipment and supplies, and proper training of personnel.

629 Knowledge of the most efficient methods to wrap and/or pack customers' purchases.

DUTY: Selling Merchandise	**DUTY No.** J
	TASK No. 4

TASK:

Order special request merchandise using store order forms to complete a sale.

ACHIEVEMENT INDICATORS: The Learner:

	Yes	No
1. Filled out form completely -	____	____
2. Extended figures accurately -	____	____
3. Recorded information legibly -	____	____
4. Identified customer request accurately-	____	____
5. Placed the special order -	____	____

CRITERIA:

Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**

IDECC #

Special Orders

404 Knowledge of the ways to handle special orders of merchandise for customers.

464 Skill in handling special orders of merchandise for customers.

DUTY: Selling Merchandise	**DUTY No.** J
	TASK No. 5

TASK:
Respond to a customer's complaint using store policy and customer relations to solve the problem.

ACHIEVEMENT INDICATORS: The Learner:

	Yes	No
1. Demonstrated courtesy to the customer -	____	____
2. Demonstrated concern for the customer's need -	____	____
3. Represented product and business honestly -	____	____
4. Followed store policy -	____	____
5. Attempted to build goodwill -	____	____

CRITERIA:
Competence in the task will be recognized when the achievement indicators are performed successfully according to the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**

IDECC #

Customer Complaints

823 Knowledge of the ways to handle customer complaints according to store policy.

937 Attitude that today's customer--by the very act of complaining--is giving the store an opportunity to correct a possible fault in its operation.

927 Attitude that a customer's complaint is an excellent opportunity to build goodwill.

DUTY: Using Economic and Marketing Principles	DUTY No. K
	TASK No. 1

TASK: Recognize economic activities, using a knowledge of economics to define economics and its importance.

ACHIEVEMENT INDICATORS: The Learner:

	Yes	No
1. Defined economics -	____	____
2. Identified economic situations -	____	____
3. Identified importance of economics -	____	____

COMPETENCY: Knowledge of what economics is and why it is important (EM:C001).

CRITERIA:

Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:

RESOURCES:

TITLE	PAGE NO	PUBL'R	DATE*
ECON PRIN & APPL'NS	3-20	SWPUB	1978
AMER ECONOMIC SYSTEM	2-4	OH DEML	1978
THE ECONOMICS OF MRKTG	1-8	MCGRAW	1978

DUTY: Using Economic and Marketing Principles

DUTY No. K

TASK No. 2

TASK: Analyze consumer behavior using a knowledge of economic goods and services to explain purchase motivation.

ACHIEVEMENT INDICATORS: The Learner:

	Yes	No
1. Defined "economic goods" and "services" -	____	____
2. Distinguished between "consumer" and capital economic goods and services -	____	____
3. Described human motivation to purchase goods and services -	____	____
4. Explained human needs and wants -	____	____

COMPETENCY: Knowledge that economic goods and services are products offered to meet customer needs and wants (EM:C002).

CRITERIA:
Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:

RESOURCES:

TITLE	PAGE NO	PUBL'R	DATE
CONSUMER ECON PROBS	1-7	SWPUB	1977
ECON PRIN & APPL'NS	1-8	SWPUB	1978
ECON PRIN & APPL'NS	59-62	SWPUB	1978
ECON FOR DISTRIB ED	1-11	OH DEML	
FUND OF SELLING	8-13	SWPUB	1976
FUND OF SELLING	105-117	SWPUB	1976
MARKETING & DISTRIB	72-106	MCGRAW	1974
MARKETING IN ACTION	49-52	SWPUB	1976
THE MARKETING FUNCTION	37-45	TX IMC	1975
HUMAN RELATIONS IN MKTG	36-37	MCGRAW	1978

DUTY: Using Economic and Marketing Principles

DUTY No. K

TASK No. 3

TASK: Describe product utility using a knowledge of form, time, place and possession availabilities to explain product usefulness.

ACHIEVEMENT INDICATORS: The Learner:

	Yes	No
1. Described "product utility" -	____	____
2. Identified types of product utility -	____	____

COMPETENCY: Knowledge that the utility of a product means increased usefulness resulting from form, time, place, and possession availabilities (EM:C003).

CRITERIA:
Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:

RESOURCES:

TITLE	PAGE NO	PUBL'R	DATE
BUS PRIN & MGMENT	42-43	SWPUB	1973
ECON PRIN & APPL'NS	65-67	SWPUB	1978
FUND OF SELLING	10	SWPUB	1976
MARKETING IN ACTION	5-6	SWPUB	1976
MARKETING IN ACTION	25-26	SWPUB	1976
PROFIT ISN'T GROSS	E1-E16	OH DEML	1979
RETAIL MERCHANDISING	17-18	SWPUB	1975
RETAIL MERCHANDISING	36-37	SWPUB	1975
ECON FOR DISTRIB ED	15	OH DEML	

DUTY: Using Economic and Marketing Principles

DUTY No. K

TASK No. 4

TASK:
Identify economic resources using a knowledge of land, labor and capital to explain the relationship of economic resources to profits.

ACHIEVEMENT INDICATORS: The Learner:

	Yes	No
1. Identified three major types of economic resources -	____	____
2. Listed examples of economic resources -	____	____

COMPETENCY: Understanding that economic resources may be classifed as land, labor and capital (EM:C004).

CRITERIA:
Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:

RESOURCES:

TITLE	PAGE NO	PUBL'R	DATE
BUS PRIN & MGMENT	43-44	SWPUB	1973
ECON PRIN & APPL'NS	7-8	SWPUB	1978
THE ECONOMICS OF MRKTG	1-3	MCGRAW	1978
PROFIT ISN'T GROSS	1-9	OH DEML	1979

DUTY: Using Economic and Marketing Principles

DUTY No. K

TASK No. 5

TASK: Define profit using a knowledge of business income and expenses to explain the incentive behind the free enterprise system.

ACHIEVEMENT INDICATORS: The Learner:

	Yes	No
1. Defined profit -	____	____
2. Identified expense items -	____	____
3. Identified income items -	____	____
4. Explained profit motive in free enterprise system -	____	____

COMPETENCY: Knowledge that profit is the driving force behind the free enterprise system (EM:C007).

CRITERIA:
Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:

RESOURCES:

TITLE	PAGE NO	PUBL'R	DATE
BUS PRIN & MGMENT	47-49	SWPUB	1973
BUS PRIN & MGMENT	124-125	SWPUB	1973
CONSUMER ECON PROBS	35-36	SWPUB	1977
CONSUMER ECON PROBS	199-200	SWPUB	1977
ECON PRIN & APPL'NS	43-44	SWPUB	1978
ECON PRIN & APPL'NS	267-274	SWPUB	1978
MARKETING IN ACTION	14-15	SWPUB	1976
MARKETING IN ACTION	26-28	SWPUB	1976
RETAIL MERCHANDISING	5-6	SWPUB	1975

DUTY: Using Economic and Marketing Principles	DUTY No. K
	TASK No. 6

TASK: Analyze business risks using a knowledge of business operations to identify potential business losses.

ACHIEVEMENT INDICATORS: The Learner:

	Yes	No
1. Defined business risks -	____	____
2. Identified insurable risks -	____	____
3. Identified uninsurable risks -	____	____
4. Explained purpose of insurance -	____	____

COMPETENCY: Understanding that risks are potential losses to which businesses are exposed (EM:C008).

CRITERIA: Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:

RESOURCES:

TITLE	PAGE NO	PUBL'R	DATE
BUS PRIN & MGMENT	357-375	SWPUB	1973
PRIN OF SM BUS MGMENT	315-329	MCGRAW	1977
RETAIL MERCHANDISING	125-130	SWPUB	1975

DUTY: Using Economic and Marketing Principles

DUTY No. K

TASK No. 7

TASK: Define market price using a knowledge of economic factors to explain buyer behavior.

ACHIEVEMENT INDICATORS: The Learner:

	Yes	No
1. Defined market price -	____	____
2. Identified factors that influence the price a buyer is willing to pay for a product or service -	____	____
3. Identified factors that influence the amount a seller is willing to accept for a product or service -	____	____

COMPETENCY: Understanding that the market price of a product is determined by what a consumer is willing to give and what a seller is willing to take (EM:C009).

CRITERIA:
Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:

RESOURCES:

TITLE	PAGE NO	PUBL'R	DATE*
AMER ECONOMIC SYSTEM	24-26	OH DEML	1978
ECON FOR DISTRIB ED	30-31	OH DEML	
ECON PRIN & APPL'NS	150-152	SWPUB	1978
THE MARKETING FUNCTION	47-50	TX IMC	1975
PROFIT ISN'T GROSS	9-11	OH DEML	

DUTY: Using Economic and Marketing Principles	**DUTY No.** K
	TASK No. 8

TASK:
Analyze supply and demand interaction using a knowledge of economic principles to explain the ability and desire of customers to own products.

ACHIEVEMENT INDICATORS: The Learner:	Yes	No
1. Defined "supply" and "demand" -	____	____
2. Described interaction between supply and demand -	____	____
3. Described buyer's market -	____	____
4. Described seller's market -	____	____
5. Identified factors which influence supply and demand -	____	____

COMPETENCY: Knowledge that supply and demand involve the interaction between products available and the ability and desire of customers to own them (EM:C010).

CRITERIA:
Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:

RESOURCES:

TITLE	PAGE NO	PUBL'R	DATE
CONSUMER ECONOMIC PROB	275-291	SWPUB	1977
ECON PRIN & APPL'NS	142-153	SWPUB	1978
ECONOMICS OF MARKETING	63-76	MCGRAW	1978
PROFIT ISN'T GROSS	1-11	OH DEML	

DUTY: Using Economic and Marketing Principles	**DUTY No.** K
	TASK No. 9

TASK: Define competition using a knowledge of economic principles to explain the effect of competition on buyers and sellers.

ACHIEVEMENT INDICATORS: The Learner:

	Yes	No
1. Defined competition -	____	____
2. Identified effects of competition on buyers and sellers -	____	____
3. Explained importance of competition to the free enterprise system -	____	____

COMPETENCY: Knowledge of the effects of competition on buyers and sellers (EM:C011).

CRITERIA:
Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:

RESOURCES:

TITLE	PAGE NO	PUBL'R	DATE
AMER ECONOMIC SYSTEM	26-28	OH DEML	1978
BUS PRIN & MGMENT	50-51	SWPUB	1973
CONS'R DECISION MAKING	37-38	SWPUB	1977
ECONOMICS OF MARKETING	63-69	MCGRAW	1978
ECON PRIN & APPL'NS	44	SWPUB	1978
ECON PRIN & APPL'NS	141	SWPUB	1978
ECON PRIN & APPL'NS	152-153	SWPUB	1978

DUTY: Using Economic and Marketing Principles

DUTY No. K

TASK No. 10

TASK: Analyze economic systems, using a knowledge of economic principles to explain the free enterprise system.

ACHIEVEMENT INDICATORS: The Learner:

	Yes	No
1. Defined private enterprise -	____	____
2. Identified types of business ownership -	____	____
3. Described capitalistic economic system -	____	____
4. Described socialistic economic system -	____	____
5. Described communistic economic system -	____	____

COMPETENCY: Understanding that in a private enterprise system, businesses are owned by individuals not governments (EM:C015).

CRITERIA: Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:

RESOURCES:

TITLE	PAGE NO	PUBL'R	DATE
BUS PRIN & MGMENT	46-52	SWPUB	1973
BUS PRIN & MGMENT	55-56	SWPUB	1973
BUS PRIN & MGMENT	61-92	SWPUB	1973
COMPARATIVE ECON SYS		MCGRAW	
CONSUMER EDUCATION	6-15	GLENCAE	1979
ECON PRIN & APPL'NS	41-44	SWPUB	1978
ECON PRIN & APPL'NS	87-114	SWPUB	1978
ECON PRIN & APPL'NS	457-472	SWPUB	1978

DUTY: Using Economic and Marketing Principles

DUTY No. K

TASK No. 11

TASK:
Identify economic freedoms, using a knowledge of the free enterprise system to explain government regulation of business.

ACHIEVEMENT INDICATORS: The Learner:

	Yes	No
1. Identified economic freedoms -	____	____
2. Described methods of government regulations -	____	____
3. Explained reasons for government regulations -	____	____

COMPETENCY: Knowledge of the interactions of government and business (EM:C016).

CRITERIA:
Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:

RESOURCES:

TITLE	PAGE NO	PUBL'R	DATE
BUS PRIN & MGMENT	613-631	SWPUB	1973
CONSUMER ECON PROBS	113-124	SWPUB	1977
ECON PRIN & APPL'NS	395-408	SWPUB	1978

DUTY: Using Economic and Marketing Principles

DUTY No. K

TASK No. 12

TASK:
Identify business activities using a knowledge of economic principles to explain the effects of business on society.

ACHIEVEMENT INDICATORS: The Learner:

	Yes	No
1. Identified ways that business serves society -	____	____
2. Explained business effects on society -	____	____

COMPETENCY: Knowledge of the types of activities that business performs for society (EM:C017).

CRITERIA:
Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:

RESOURCES:

TITLE	PAGE NO	PUBL'R	DATE
BUS PRIN & MGMENT	25-36	SWPUB	1973
CONSUMER ECON PROBLESM	51-56	SWPUB	1977
ECON PRIN & APPL'NS	41-46	SWPUB	1978
MARKETING IN ACTION	56-68	SWPUB	1976
THE ECONOMICS OF MRKTG	35-43	MCGRAW	1978

DUTY: Using Economic and Marketing Principles	DUTY No. K
	TASK No. 13

TASK:
Describe Gross National Product using a knowledge of economic principles to explain market value of products and services.

ACHIEVEMENT INDICATORS: The Learner:

	Yes	No
1. Described GNP -	____	____
2. Identified components of GNP -	____	____

COMPETENCY: Knowledge that the Gross National Product is the total market value of the goods and services produced and rendered in a given year (EM:C019).

CRITERIA:
Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:

RESOURCES:

TITLE	PAGE NO	PUBL'R	DATE*
CONS'R DECISION MAKING	26-28	SWPUB	1977
CONS'R DECISION MAKING	40-42	SWPUB	1978
ECON PRIN & APPL'NS	353-366	SWPUB	1978
ECON PRIN & APPL'NS	370-373	SWPUB	1978
PROFIT ISN'T GROSS	2-9	OH DEML	1979
RETAIL MERCHANDISING	26-28	SWPUB	1975

DUTY: Using Economic and Marketing Principles	DUTY No. K
	TASK No. 14

TASK: Analyze business cycles using a knowledge of economic principles to explain fluctuations in business economic activities.

ACHIEVEMENT INDICATORS: The Learner:

	Yes	No
1. Defined business cycles -	_____	_____
2. Identified phases of business cycles -	_____	_____
3. Identified characteristics of business cycle phases -	_____	_____

COMPETENCY: Understanding that business cycles are alternate periods of prosperity and recession (EM:C020).

CRITERIA:
Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:	RESOURCES:

DUTY: Using Economic and Marketing Principles

DUTY No. K

TASK No. 15

TASK:
Categorize labor specialization types using a knowledge of economic principles to explain the division and specialization of labor.

ACHIEVEMENT INDICATORS: The Learner:

	Yes	No
1. Identified result of division of labor -	____	____
2. Identified types of labor specialization -	____	____
3. Specified advantages of labor specialization by job tasks -	____	____
4. Specified disadvantages of labor specialization by job tasks -	____	____

COMPETENCY: Knowledge of the advantages and disadvantages involved in the division and specialization of labor (EM:C021).

CRITERIA:
Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:

RESOURCES:

TITLE	PAGE NO	PUBL'R	DATE
CONSUMER ECON PROBLEMS	64-69	SWPUB	1977
BUS PRIN & MGMENT	2-4	SWPUB	1973
BUS PRIN & MGMENT	34	SWPUB	1973
ECON PRIN & APPL'NS	46-52	SWPUB	1978

DUTY: Using Economic and Marketing Principles	DUTY No. K
	TASK No. 16

TASK:
Analyze unionism using a knowledge of the labor movement to explain effects of organized labor on business.

ACHIEVEMENT INDICATORS: The Learner:

	Yes	No
1. Identified "labor movement" -	____	____
2. Identified types of unions -	____	____
3. Identified "collective bargaining" -	____	____
4. Explained bargaining strategies -	____	____

COMPETENCY: Knowledge of the effects of organized labor on business (EM:C022/C023).

CRITERIA:
Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:

RESOURCES:

TITLE	PAGE NO	PUBL'R	DATE
CONSUMER ECON PROBLEMS	90-96	SWPUB	1977
ECON PRIN & APPL'NS	278-285	SWPUB	1978
UNION'S MUSCLE FLEXES	57-59	USN&WR	1978
CONSUMER ECON PROBLEMS	96-108	SWPUB	1977
ECON PRIN & APPL'NS	285-295	SWPUB	1978

DUTY: Using Economic and Marketing Principles	DUTY No. K
	TASK No. 17

TASK:
Analyze international trade using a knowledge of economic principles to explain economic interdependence among nations.

ACHIEVEMENT INDICATORS: The Learner:	Yes	No
1. Defined international trade -	____	____
2. Identified reasons for international trade -	____	____

COMPETENCY: Knowledge of the effects of international trade on the interdependency of nations (EM:C024).

CRITERIA:
Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:

RESOURCES:

TITLE	PAGE NO	PUBL'R	DATE
CONSUMER ECON PROBS	227-244	SWPUB	1977
ECON PRIN & APPL'NS	427-278	SWPUB	1978
PROFIT ISN'T GROSS	1-15	OH DEML	1979

DUTY:
Using Economic and Marketing Principles

DUTY No. K

TASK No. 18

TASK:
Identify the marketing concept using a knowledge of marketing principles to explain importance of marketing to the economy.

ACHIEVEMENT INDICATORS: The Learner:

	Yes	No
1. Identified marketing -	____	____
2. Identified "marketing concept" principle -	____	____
3. Identified marketing's service function -	____	____
4. Explained importance of marketing -	____	____

COMPETENCY: Knowledge of what marketing is and why it is important (EM:C005).

CRITERIA:
Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:

RESOURCES:

TITLE	PAGE NO	PUBL'R	DATE
MARKETING IN ACTION	2-19	SWPUB	1976
MARKETING & DISTRIB	2-43	MCGRAW	1974
SALESMANSHIP FUND	14-22	MCGRAW	1973
YOUR CAREER IN MRKTG	1-8	MCGRAW	1976
YOUR CAREER IN MRKTG	35-51	MCGRAW	1976

DUTY: Using Economic and Marketing Principles	**DUTY No.** K
	TASK No. 19

TASK:
Describe marketing functions using a knowledge of marketing principles to explain successful business performance.

ACHIEVEMENT INDICATORS: The Learner:

	Yes	No
1. Defined "marketing functions" -	_____	_____
2. Described the functions of marketing goods and services -	_____	_____

COMPETENCY: Knowledge that marketing involves the functions that have to be performed successfully for a business to continue such as financing, buying, storing, pricing, servicing, transporting, etc. (EM:C006).

CRITERIA:
Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**

DUTY: Using Economic and Marketing Principles

DUTY No. K

TASK No. 20

TASK:
Identify market segments, using a knowledge of marketing principles to predict potential customers for a good or service.

ACHIEVEMENT INDICATORS: The Learner:

	Yes	No
1. Defined "market" -	____	____
2. Identified potential markets for a product -	____	____
3. Identified demographic characteristics for a market segment -	____	____

COMPETENCY: Knowledge that a market includes all of the potential consumers of a good or service (EM:C012).

CRITERIA:
Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:

RESOURCES:

TITLE	PAGE NO	PUBL'R	DATE
ECONOMICS OF MARKETING	81-87	MCGRAW	1978
ECONOMICS OF MARKETING	107-117	MCGRAW	1978
MARKETING IN ACTION	162-178	SWPUB	1976
PROFIT ISN'T GROSS	1-9	OH DEML	1979
RETAILING PRIN & PRACT	204-212	MCGRAW	1974

DUTY: Using Economic and Marketing Principles

DUTY No. K

TASK No. 21

TASK:
Describe marketing strategy using a knowledge of marketing principles to explain the achievement of company goals.

ACHIEVEMENT INDICATORS: The Learner:

	Yes	No
1. Defined "marketing strategy" -	____	____
2. Identified factors that affect marketing strategies -	____	____

COMPETENCY: Understanding that a marketing strategy is a plan of a company's goals and ways to achieve those goals (EM:C013).

CRITERIA:
Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:

RESOURCES:

TITLE	PAGE NO	PUBL'R	DATE
ECONOMICS OF MARKETING	15-22	MCGRAW	1978
FUND OF MARKETING	635-648	MCGRAW	1975
MARKETING	216-224	SWPUB	1975
MARKETING IN ACTION	374-394	SWPUB	1976
MARKETING & DISTRIB	460-466	MCGRAW	1974

DUTY: Using Economic and Marketing Principles

DUTY No. K

TASK No. 22

TASK: Explain promotional mix using a knowledge of advertising, sales promotion, personal selling and publicity to promote a product.

ACHIEVEMENT INDICATORS: The Learner:

	Yes	No
1. Defined "promotional mix" -	____	____
2. Identified elements of a promotional mix -	____	____
3. Identified advantages of promotion -	____	____
4. Identified disadvantages of promotion -	____	____

COMPETENCY: Knowledge that the promotional mix of a business is a combination of different forms of product promotion such as advertising, sales promotion, personal selling and publicity (EM:C014).

CRITERIA: Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:

RESOURCES:

TITLE	PAGE NO	PUBL'R	DATE
DISPLAY & PROMOTION	1-5	MCGRAW	1978
FUND OF SELLING	156-161	SWPUB	1976
MARKETING & DISTRIB	342-350	MCGRAW	1974
MARKETING IN ACTION	240-254	SWPUB	1976
THE MARKETING FUNCTION	69-79	SWPUB	1976
RETAIL PRIN & PRAC'	143-151	MCGRAW	1974

DUTY: Using Economic and Marketing Principles

DUTY No. K

TASK No. 23

TASK:
Analyze channels of distribution using a knowledge of marketing principles to explain the flow of products from producers to points of sale.

ACHIEVEMENT INDICATORS: The Learner:

	Yes	No
1. Defined "channel of distribution" -	____	____
2. Identified types of distribution -	____	____
3. Identified functions of channel intermediaries -	____	____
4. Defined integrated distribution -	____	____

COMPETENCY: Understanding that the "channels of distribution" are involved in the flow of finished products from producers to points of sale (EM:C018).

CRITERIA:
Competence in this task will be recognized with the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:

RESOURCES:

TITLE	PAGE NO	PUBL'R	DATE
ECONOMICS OF MARKETING	139-151	MCGRAW	1978
MARKETING & DISTRIB	144-150	MCGRAW	1968
MARKETING IN ACTION	94-99	SWPUB	1976
BUS PRIN & MGMENT	96-110	SWPUB	1973
PROFIT ISN'T GROSS	1-15	OH DEML	1979
RETAIL MERCHANDISING	20-25	SWPUB	1975
RETAIL PRIN & PRACT	13-16	MCGRAW	1968

DUTY: Using Employability Skills	DUTY No. L
	TASK No. 1

TASK:

Investigate employment information using sources of employment information to identify employment opportunities.

ACHIEVEMENT INDICATORS: The Learner

	Yes	No
1. Developed a list of the prime sources of information concerning opportunities for employment -	____	____
2. Described special procedures, if any, required to utilize services, information, etc. -	____	____

CRITERIA:

Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:	RESOURCES:

DUTY: Using Employability Skills	DUTY No. L
	TASK No. 2

TASK:
Identify job requirements using health, physical, legal, educational, and other occupational information to determine the requirements of an occupation.

ACHIEVEMENT INDICATORS: The Learner:

	Yes	No
1. Listed the significant requirements (health, physical, legal, education, etc.) of the appropriate occupation -	_____	_____

CRITERIA:
Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:	RESOURCES:

DUTY: Using Employability Skills	DUTY No. L
	TASK No. 3

TASK: Acquire wage information using available resources to determine the approximate entry wages, general wage range, and significant fringe benefits for an occupation.

ACHIEVEMENT INDICATORS: The Learner:	Yes	No
1. Listed the approximate entry wages, general wage range, and significant fringe benefits for the appropriate occupation -	____	____
2. Compared these wages and fringe benefits with other selected occupations -	____	____

CRITERIA:
Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:	RESOURCES:

DUTY: Using Employability Skills	DUTY No. L
	TASK No. 4

TASK: Identify significant non-wage job characteristics using available resources to determine shift requirements, union affiliation, apprenticeships, occupational hazards, characteristics of work environment and other significant job factors.

ACHIEVEMENT INDICATORS: The Learner:	Yes	No
1. Listed and described the significant non-wage characteristics (e.g., shift requirements, union affiliation, apprenticeships, occupational hazards, characteristics of work environment, etc.) -	____	____

CRITERIA:
Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:	RESOURCES:

DUTY: Using Employability Skills	DUTY No. L
	TASK No. 5

TASK: Explore employment opportunities using available resources to describe local, regional, and national employment opportunities for an occupation.

ACHIEVEMENT INDICATORS: The Learner:	Yes	No
1. Described the local, regional, and national employment opportunities for the appropiate occupation -	_____	_____

CRITERIA:

Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:	RESOURCES:

DUTY: Using Employability Skills

DUTY No. L

TASK No. 6

TASK: Analyze career ladder using available resources to describe job progression in an occupation.

ACHIEVEMENT INDICATORS: The Learner:

	Yes	No
1. Described the career ladder associated with the appropriate occupational area -	____	____

CRITERIA: Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:

RESOURCES:

DUTY: Using Employability Skills	DUTY No. L
	TASK No. 7

TASK:

Identify personal criteria with information about available alternatives using a decision-making situation and procedures and skills in decision-maing to choose a job, further training or other alternatives.

ACHIEVEMENT INDICATORS: The Learner:	Yes	No
1. Compared personal criteria with information about a job, further training or other alternatives -	____	____

CRITERIA:

Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:	RESOURCES:

DUTY:	DUTY No. L
Using Employability Skills	TASK No. 8

TASK:

Prepare a resume using personal information to apply for a job according to a situation where a job application is necessary.

ACHIEVEMENT INDICATORS: The Learner:	Yes	No
1. Prepared a resume -	_____	_____

CRITERIA:

Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:	RESOURCES:

DUTY: Using Employability Skills	**DUTY No.** L
	TASK No. 9

TASK:
Write a letter of application using personal notes to apply/inquire about a job.

ACHIEVEMENT INDICATORS: The Learner:	Yes	No
1. Wrote a letter of application/inquiry -	_____	_____

CRITERIA:
Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**

DUTY: Using Employability Skills	DUTY No. L
	TASK No. 10

TASK:

Complete a job application using personal notes to apply for a job.

ACHIEVEMENT INDICATORS: The Learner:	Yes	No
1. Completed a job application -	____	____

CRITERIA:

Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:	RESOURCES:

DUTY: Using Employability Skills	**DUTY No.** L
	TASK No. 11

TASK:
Demonstrate appropriate dress using a knowledge of job requirements to comply with standards of on-the-job dress and grooming.

ACHIEVEMENT INDICATORS: The Learner:

	Yes	No
1. Described and/or dressed in the attire of the appropriate occupational area, including:		
a. Grooming -	____	____
b. Required health and safety equipment -	____	____
c. Uniforms -	____	____
d. Other _____	____	____

CRITERIA:
Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**

DUTY: Using Employability Skills	**DUTY No.** L
	TASK No. 12

TASK:
Complete a job interview using communication and interpersonal skills to become employed.

ACHIEVEMENT INDICATORS: The Learner:

	Yes	No
1. Described and/or demonstrated appropriate characteristics for job applicants including:		
a. Attire -	____	____
b. Grooming -	____	____
c. Conduct during the interview -	____	____
2. Described and/or demonstrated the interview process -	____	____

CRITERIA:
Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:	**RESOURCES:**

DUTY: Using Employability Skills	DUTY No. L
	TASK No. 13

TASK:

Describe personal criteria using references to identify acceptable job offers.

ACHIEVEMENT INDICATORS: The Learner:

	Yes	No
1. Listed personal criteria (financial, social, etc.) which described a job offer -	____	____

CRITERIA:

Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:	RESOURCES:

DUTY: Using Employability Skills	DUTY No. L
	TASK No. 14

TASK:

Demonstrate interpersonal skills to achieve successful relationships with others.

ACHIEVEMENT INDICATORS: The Learner:	Yes	No
1. Identified probable causes for conflicts and at least one possible action to relieve the conflict -	____	____

CRITERIA:

Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:	RESOURCES:

DUTY: Using Employability Skills	DUTY No. L
	TASK No. 15

TASK:

Identify source of continuing education for an occupation using available resources to identify career ladder alternatives.

ACHIEVEMENT INDICATORS: The Learner:	Yes	No
1. Described the types and sources of related continuing education for the appropriate occupation and/or advancement within the career ladder associated with the occupation -	____	____

CRITERIA:

Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:	RESOURCES:

DUTY: Using Employability Skills	DUTY No. L
	TASK No. 16

TASK:

Describe job termination procedures using a knowledge of the occupational area to leave a particular job.

ACHIEVEMENT INDICATORS: The Learner:	Yes	No
1. Described procedures and practices for terminating a job -	____	____

CRITERIA:

Competence in this task will be recognized when the task is performed according to the achievement indicators and the satisfaction of the supervisor.

TOOLS AND EQUIPMENT:	RESOURCES:

WHAT IS THE STUDENT ACHIEVEMENT RECORD?

The STUDENT ACHIEVEMENT RECORD included with this curriculum package has been designed for a specific purpose. It is intended to be common to all programs using this curriculum. Because of this, student achievement can be communicated from one program to another for the purpose of skill recognition and/or articulation.

One of the important features of this achievement record is that it does not require a grade but rather a level of achievement. This has been done so that a person's skill in task performance can be communicated separate from grades which include the skill but many other factors as well. For example, a person may score well on tests but perform much lower on psychomotor skills, or vice versa. That fact can be communicated to employers or other training programs.

The levels of achievement are derived from the work of a number of vocational education researchers which was modified and used by selected teachers in Articulation Consortia throughout Michigan. The levels are:

1 - student has been exposed to task

Students achieving at this level would be aware of the existence of the task, but would not have any demonstrated competence in the task.

2 - task accomplished with assistance

Students achieving at this level are able to perform the task with assistance. Assistance can be in the form of the time required to perform the task, a resource needed to perform the task, or a person's help in performing the task.

3 - task accomplished to criteria by student on their own

Students achieving at this level are able to perform the task to a criterion representing an industry standard whenever they are required to do so.

4 - ability to teach or demonstrate the task to others

Students achieving at this level are able to perform the task well enough to teach others how to perform the task or demonstrate to others the performance of the task.

HOW TO USE THE ACHIEVEMENT RECORD

The Student Achievement Record is designed to be used for each individual student. This may be done in the following or other situations depending on each teacher's needs.

1. The Student Achievement Record may be completed for each individual student to record their skill performance for the course.

2. It may be used by students to keep a record of their individual performance.

3. It may be completed by a teacher at the request of a student for the purpose of communicating skills to an employer or another school.

The Student Achievement Record requires each teacher to evaluate a student's performance and indicate in the appropriate place that level of performance. This evaluation can be:

1. subjective, requiring the teacher to recall student performance over a period of time, say a grading period, semester, etc., and indicate the appropriate level. The teacher, in this instance, may choose to refer to the Achievement Indicators and Criteria for each task for assistance.

2. objective, with the teacher observing the student and checking the performance of each Achievement Indicator prior to the final decision on the appropriate level.

NOTE: In either case, this evaluation of student achievement means that on the date indicated, the student performed at the level indicated. It does not mean that the student will be able to perform the task for ever and ever.

It must also be remembered that all the tasks in the curriculum are on the Student Achievement Record. This does not mean that each teacher will teach each task. When completing the record, a student should be certified only in those tasks performed for the evaluation.

STUDENT ACHIEVEMENT RECORD

Marketing and Distributive Education

STUDENT _____

INSTRUCTIONS:

Mark each student's level of competence according to the following guide:

LEVEL	GUIDE
1	Student has been exposed to task
2	Task accomplished with assistance
3	Task accomplished to criteria by student on their own
4	Ability to teach or demonstrate the task to others

	TASK	LEVEL	DATE
A	PERFORMING ADVERTISING ACTIVITIES:		
1	Coordinate departmental advertising activities.		
2	Describe advertised merchandise to customers.		
B	COMMUNICATING INFORMATION:		
1	Given verbal presentations.		
2	Demonstrate telephone usage.		
3	Introduce people.		
4	Complete a business form.		
5	Follow oral instructions.		
6	Participate in meetings.		
7	Keep information confidential.		
8	Suggest change to improve work situation.		
9	Distribute store information.		

	TASK	LEVEL	DATE
C	DISPLAYING MERCHANDISE:		
1	Plan counter, window and interior displays.		
2	Build counter, window and interior displays.		
3	Perform display housekeeping.		
4	Construct signs.		
5	Dismantle displays.		
D	APPLYING HUMAN RELATIONS SKILLS:		
1	Display positive personality traits.		
2	Participate in professional development activities.		
3	Answer customer inquiries.		
E	MANAGING STORE FUNCTIONS:		
1	Assist training a new employee.		
2	Encourage morale, among employees.		
3	Follow store policies.		
4	Follow lines of authority.		
5	Plan job tasks.		
6	Place stock within the department.		
7	Explain customer service and facilities' locations.		
8	Reduce expenses		
F	USING MATHEMATICS:		
1	Perform basic mathematic computations (whole nos.).		
2	Perform basic mathematic computations (decimals).		
3	Perform basic mathematic computations (fractions).		
4	Make change (cash registers with change indication).		
5	Make change (without change indication).		
6	Fill out sales checks.		
7	Distinguish taxable items.		
8	Operate a cash register/terminal.		

	TASK	LEVEL	DATE
F	USING MATHEMATICS (continued):		
9	Examine checks.		
10	Process a charge sale.		
11	Process customer returns.		
12	Check out cash register totals.		
G	PERFORMING MERCHANDISING ACTIVITIES:		
1	Count stock.		
2	Place an order.		
3	Comparative shop to analyze competitor's merchand.		
H	PERFORMING BUSINESS OPERATIONS:		
1	Suggest use of credit.		
2	Complete departmental stock control records.		
3	Unload delivery vehicles.		
4	Check incoming merchandise.		
5	Mark merchandise.		
6	Change marked retail prices.		
7	Stock merchandise.		
8	Perform store maintenance.		
9	Observe safety precautions.		
10	Assist accident victims.		
11	Recognize potential shoplifters.		
I	USING PRODUCT/SERVICE INFORMATION:		
1	Collect product information.		
2	Examine returned merchandise.		
3	Demonstrate knowledge of product information.		

	TASK	LEVEL	DATE
J	SELLING MERCHANDISE:		
1	Use sales techniques.		
2	Process a customer's telephone order.		
3	Wrap a customer's package.		
4	Order special request merchandise.		
5	Respond to a customer's complaint.		
K	USING ECONOMIC AND MARKETING PRINCIPLES:		
1	Recognize economic activities.		
2	Analyze consumer behavior.		
3	Describe product utility.		
4	Identify economic resources.		
5	Define project.		
6	Analyze business risks.		
7	Define market price.		
8	Analyze supply and demand.		
9	Define competition.		
10	Analyze economic systems.		
11	Identify economic freedoms.		
12	Identify business activities.		
13	Describe Gross National Product.		
14	Analyze business cycles.		
15	Categorize labor specialization types.		
16	Analyze unionism.		
17	Analyze international trade.		
18	Identify the marketing concept.		
19	Describe marketing functions.		
20	Identify market segments.		
21	Describe marketing strategy.		
22	Explain promotional mix.		
23	Analyze channels of distribution.		

	TASK	LEVEL	DATE
L	USING EMPLOYABILITY SKILLS:		
1	Investigate employment information.		
2	Identify job requirements.		
3	Acquire wage information.		
4	Identify significant non-wage job characteristics.		
5	Explore employment opportunities.		
6	Analyze career ladder.		
7	Identify personal criteria to choose a job.		
8	Prepare a resume.		
9	Write a letter of application.		
10	Complete a job application.		
11	Demonstrate appropriate dress.		
12	Complete a job interview.		
13	Identify personal versus job criteria.		
14	Demonstrate interpersonal skills.		
15	Identify source of continuing education.		
16	Describe job termination procedures.		
M	PERFORMING ADDITIONAL TASKS:		

SUGGESTED SCHOOL YEAR TRAINING PLAN

Student/Trainee _____ Training Station _____

Date of Birth _____ Training Sponsor _____

Address _____ Title _____

_____ Address _____

Telephone No. (___) _____ _____

Student Job Title _____ Telephone No. (___) _____

Student Career Interest _____ Coordinator _____

_____ School _____

Task No.	LEARNING ACTIVITIES Duties and Tasks	Learning Locations TS ✔	 LAB ✔	Sept. Oct.	Nov. Dec. Jan.	Feb. March April	May June
A	PERFORMING ADVERTISING ACTIVITIES:						
1	Demonstrate knowledge of store advertising activites.						
2	Describe advertised merchandise to customers.						
B	COMMUNICATING INFORMATION:						
1	Give verbal presentations.						
2	Use telephone correctly.						
3	Demonstrate business-like introductions.						
4	Complete written forms and reports.						
5	Demonstrate listening skills.						
6	Participate in employee meetings.						
7	Keep confidential certain store information.						
8	Suggest change to management.						
9	Distribute store information.						
C	DISPLAYING MERCHANDISE:						
1	Plan counter, window and interior displays.						
2	Build counter, window and interior displays.						
3	Perform display housekeeping.						
4	Design and letter signs.						
5	Dismantle displays.						

Task No.	LEARNING ACTIVITIES Duties and Task	Learning Locations TS ✓	 LAB ✓	Sept. Oct.	Nov. Dec. Jan.	Feb. March April	May June
D	APPLYING HUMAN RELATIONS SKILLS:						
1	Demonstrate positive personality traits.						
2	Participate in student organizations and/or local business organizations.						
3	Answer customer inquiries.						
E	MANAGING STORE FUNCTIONS:						
1	Assist with training of other employees.						
2	Encourage employee morale.						
3	Follow store policies and procedures.						
4	Follow lines of authority within store plan.						
5	Organize job tasks.						
6	Place stock within a department.						
7	Explain customer services and facility locations.						
8	Practice expense control.						
F	USING MATHEMATICS:						
1	Perform basic mathematical computations.						
2	Make change.						
3	Write sales checks.						
4	Compute sales tax.						
5	Operate a cash register/terminal.						
6	Examine and process a check sale.						
7	Process a charge sale.						
8	Process customer returns.						
9	Check out cash register/terminal.						
G	PERFORMING MERCHANDISING ACTIVITIES:						
1	Count stock.						
2	Place an order.						
3	Comparative shop.						

Task No.	LEARNING ACTIVITIES Duties and Tasks	Learning Locations TS ✓	 LAB ✓	Sept. Oct.	Nov. Dec. Jan.	Feb. March April	May June
H	PERFORMING BUSINESS OPERATIONS:						
1	Suggest use of credit.						
2	Complete departmental stock control records.						
3	Unload delivery vehicles.						
4	Check incoming merchandise.						
5	Mark merchandise.						
6	Change marked retail prices.						
7	Stock merchandise.						
8	Perform store maintenance.						
9	Observe safety precautions.						
10	Assist accident victims.						
11	Recognize potential shoplifters.						
I	USING PRODUCT/SERVICE INFORMATION:						
1	Collect product information.						
2	Handle returned merchandise.						
3	Demonstrate product knowledge to sell merchandise.						
J	SELLING MERCHANDISE:						
1	Use appropriate sales techniques.						
2	Process a telephone order.						
3	Wrap a customer's package.						
4	Order special request merchandise.						
5	Respond to a customer's complaint.						
K	ADDITIONAL DUTIES:						

CLASS ACHIEVEMENT RECORD

The Class Achievement Record has been included with this curriculum package for your convenience. It is designed to assist you in recording the achievement of an entire class on as few sheets as possible. The spaces along the top of the Record are for the task and/or duty number. The spaces on the left edge are for the names of students in the class.

CLASS ACHIEVEMENT RECORD

| NAME | TASK No. | | |

SUGGESTED COOPERATIVE EDUCATION STUDENT TRAINING AGREEMENT

EMPLOYER: _____ (Name of Business)

EMPLOYER IRS NUMBER _____

STREET: _____

CITY: _____ PHONE: _____

FED. HAZARD. OCCUP. DEVIATION:

_____ YES _____ NO

SUPERVISOR: _____

DATE EMPLOYMENT BEGINS: _____

WORKER'S DISABILITY: _____ YES _____ NO

UNDERWRITER: _____ (CARRIER)

LIABILITY INSURANCE:

_____ YES _____ NO

UNDERWRITER: _____ (CARRIER)

STUDENT NAME: _____

STREET: _____

CITY: _____

ZIP CODE: _____ PHONE: _____

SOCIAL SECURITY NO. _____

DRIVER'S LICENSE NO. _____

GRADE: _____ AGE: _____

BIRTH DATE: _____

RATE OF PAY: _____

EXPECTED PROGRAM COMPLETION DATE: _____

DAILY TIME SCHEDULE

FROM _____ TO _____

MAXIMUM WORK HR./WEEK _____

CAREER OBJECTIVE: _____

OCCUPATIONAL TITLE: _____

U.S.O.E. CODE: _____

JOB TASKS AND ACTIVITIES	RELATED VOCATIONAL INSTRUCTION
The student will receive training from the employer (on the job) for the following work related tasks and activities:	The student will complete the following preparation in school:

EMPLOYER'S RESPONSIBILITY IN PROGRAM:

1. The student's training period shall be an average of 15 hours per week.
2. The training plan shall include job tasks and activities which are of vocational and educational value.
3. The employer shall complete a brief progress report (provided by the coordinator) each marking period indicating the trainee's progress on the job.
4. This training program agreed upon shall not be interrupted by either trainee or employer without consultation with the coordinator.
5. The employment of the trainee shall conform to all federal, state, local laws and regulations, including nondiscrimination against any applicant or employee because of race, color, sex or national origin. This policy of nondiscrimination shall also apply to otherwise qualified handicapped individuals.

TRAINEE'S RESPONSIBILITY IN PROGRAM:

1. Trainee will abide by the regulations and policies of the employer and the school.
2. Each trainee shall faithfully perform the assignments of the job and school program.
3. No trainee shall leave the training program without first receiving the consent of the co-op coordinator.

Approved		Date
Trainee	_____	_____
Parent	_____	_____
Coordinator	_____	_____
Employer	_____	_____

NOTE: (Employer must retain a copy of the completed training agreement at place of employment before a minor begins work).

COOPERATIVE EDUCATION

The Federal Vocational Education Amendments of 1976, Section 195(18) defines cooperative education as follows:

> "The term 'cooperative education' means a program of vocational education for persons who, through written cooperative arrangements between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field, but these two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his or her employability. Work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program."

The Youth Employment Standards Act (P.A. 90 of 1978) governs the legal employment of minors in Michigan. In section 18 of the Act a provision is made to allow a written agreement or contract to be entered into between an employer and the board of education of the school district in which the minor is enrolled. This written agreement exempts a student from obtaining a work permit and allows the student to be legally employed in Michigan. The employment, however, shall not be in violation of a Federal statute or regulation and a signed copy of the agreement shall be on file in the place of employment before a minor begins employment.

The training agreement in cooperative education is the legal written agreement developed cooperatively between the employer, teacher-coordinator, student, and parent and outlines the responsibilities of the employer and student to the program and establishes the legal conditions of the student-learner's employment. A suggested cooperative education student training agreement detailing general work tasks and containing all the necessary legal conditions is found in this section. This training agreement should serve as the model agreement for cooperative education enrollees in Michigan schools.

In addition to the legal requirement of a training agreement, a suggested training plan is also contained in this section. The training plan is the educational tool used in conjunction with the training agreement which details specific job tasks to be learned by the student on the job and in the school's vocational program. The training plan outlines suggested time frames for the accomplishment of job tasks.

The development of a training plan should focus on a student's stated career goal and interests. It is assumed that the employer and the teacher-coordinator will discuss the skills, attitudes, and understandings required of the student and design the training plan accordingly. The job tasks identified in the suggested training plan are typical of most entry-level jobs, but a coordinator can add and/or delete specific job tasks appropriate to each student's job.

The training plan outlines the educational program for the co-op student and identifies the learning location and the relationship between the marketing and distributive education training program and the cooperative work experience.

Add your own . . .

Learning Activities

1. Construct a sales record.

2. Conduct cash register competition.

3. Set up a sales demonstration and role play the situation.

4. Obtain an experienced wrapper/packager from a retail store in your area to demonstrate the correct and most efficient techniques for wrapping and packaging.

5. Provide varied assortment of boxes, bags, wrapping paper, etc., to give student actual practice in bagging and wrapping merchandise.

6. Select three (3) items of merchandise sold in school store and gather as much product information as possible about the merchandise, and in turn, relate to class members.

Add your own . . .

Store Ideas

1. Initiate an "End of Year Award" to top salesperson.

2. Initiate an employee of the week/month.

3. Plan an outside luncheon for top salespersons.

4. Construct a want slip system for fast-moving items.

5. Contact vendors for product information purposes.

6. Reward top salesperson of the week.

7. Invite a company representative to come in and demonstrate the product.

8. Conduct a "customer courtesy" campaign.

9. Select a special sale item of the day.

Add your own . . .

Learning Activities

1. Set up groups for a week--each person becomes manager of group.
2. Videotape students in an interview situation.
3. Analyze computer print-outs in regard to sales.
4. Use an evaluation form for student managers to evaluate peers.
5. Develop student work schedules.
6. Allow students to make management decisions.
7. Discuss encouraging morale among employees.
8. Develop a professional development plan for managers.
9. Develop manager training plans.
10. Allow managers to train new students.
11. Role play an employee/employer situation.
12. Discuss/brainstorm a security situation.
13. Develop a survey which researches personality traits most managers must possess.
14. Assign one student to act as supervisor over other students during one class period to see that jobs are being carried out properly.
15. Conduct discussion groups on "what would you do if..."
    a. There was a break-in?
    b. There was a hold up?
    C. There was a shoplifter?

Add your own . . .

Store Ideas

1. Allow students to delegate and assign duties and be held accountable for performance.

2. Design management job descriptions.

3. Design a new store layout at the beginning of the year or when appropriate.

4. Allow managers to lead inventory teams.

5. Set sales targets/goals.

6. Supervise special promotions.

7. Design plans for promotion, achievements, recognition of employees.

8. Delegate responsibilities within group (rotating periodically).

For the MANAGEMENT Function

Add your own . . .

Learning Activities

1. Visit feeders schools within the community to promote the high school program.
2. Write ads for student publications and/or community papers.
3. Conduct a student-exchange between stores for ideas.
4. Construct a kiosk (sign pillar) made with cardboard boxes.
5. Construct a school store sign to advertise the store.
6. Make signs for other organizations for a fee.
7. Plan radio spots for the school store in daily school announcements.
8. Write public service announcements for local stations.
9. Develop ads for other classes or clubs for fund-raising campaigns.
10. Promote and display products produced or made in other programs . . . graphics, horticulture, art, etc.

Add your own . . .

Store Ideas

1. Allow students to be guest speakers at civic clubs.

2. Prepare a slide show to promote the school store and its over-all program.

3. Guess the number of "jelly beans" in a gallon jar for an Easter promotion.

4. Conduct "sandwich board" advertising campaign.

5. Obtain a mystery person who gives a token away if identified which can be exchanged for products, etc.

6. Use display areas in other areas of the building. Home economics, English, History, etc.

7. Allow students to wear a store uniform with a store logo to advertise the store.

8. Collect 60 second television commercials from television stations to splice into one long film.

Add your own . . .

Learning Activites

1. Graph sales comparisons from year to year/month to month.
2. Compare an open-to-buy by departments for budgeting purposes.
3. Develop procedures for payroll (time clock) procedures.
4. Maintain sales records by department.
5. Maintain sales records by personnel for sales awards.
6. Select a "Super Salesperson for Month/Year."
7. Maintain records of markdowns.
8. Maintain records of average sales/unit.
9. Maintain records of average sales/salesperson.

Add your own . . .

Store Ideas

1. Allow each student cashier to open and close-out cash register.

2. Allow each student to perform any bookkeeping/accounting function,

For the ACCOUNTING Function

Add your own . . .

Learning Activities

1. Investigate items that could be sold in your store and write for company catalog as class project.
2. Field trip to gift shows.
3. Organize a school store association of students.
4. Invite several store managers from other schools to visit your store. Have visiting managers bring several "best-selling" merchandise items or store operation ideas.
5. Develop newsletters for stores--new vendor ideas, etc.
6. Take field trips to trade shows.
7. Develop a basic stock list for the school store.
8. Research product features for a given product.
9. Set up management monthly meetings.
10. Develop a stock turn ratio.
11. Develop an open-to-buy.

Add your own . . .

Store Ideas

1. Send best selling product ideas to MADET for newsletters.

2. Plan Santa Claus promotion in store at Christmas--buttons and pictures.

3. Purchase pen and pencil vending machines for other locations in school.

4. Swap merchandise with other stores.

5. Promote seasonal merchandise ideas, e.g., plants, greeting cards, flowers, valentine candy.

6. Sell buttons and stickers for special events, e.g., football, spirit buttons, basketball, class.

7. Construct a store newsletter.

8. Visit stores for ideas (school store, local merchants).

9. Use trade journals to determine trends, e.g., billboard, magazines for records.

For the MERCHANDISING Function

DUTY	Performing Advertising Activities	Duty A
		Task 1

TASK Coordinate departmental advertising activities using merchandising techniques to assist the customer in buying advertised merchandise.

Learning Activities	Resources Needed
1. Develop a survey that includes questions on customer loyalty. 2. Develop an advertisement with a central theme/idea (e.g., anniversary sale, holiday theme).	1. Paper and Pencil. 2. Advertising layout sheets.

DUTY	Duty A
Performing Advertising Activities	Task 2

TASK Describe advertised merchandise and services using newspaper, magazine, trade journal, radio, television, billboard, catalog, circular, letter, game, contest, product demonstration and free sample advertising, to acquire knowledge of merchandise and services.

Learning Activities	Resources Needed
1. Construct a portfolio of ten different types of advertisements identifying emotional appeals, search for adventure, wish to be modern, desire for romance, contrast and comparison appeals.	1. Magazines, newspapers, construction paper, glue, scissors, exact-o knives.
2. Identify a national ad, retail ad, and an institutional ad.	2. Magazines, trade journals newspapers.
3. Identify prices, store hours, brands, terms, slogans, trademarks, sizes, color and styles available.	3. Newspapers, magazines, paper and pencil.
4. Identify five features of the product and five customer benefits of the product.	4. Newspapers, magazines, paper and pencil.

DUTY	Duty B
Communicating Information	Task 1

TASK

Give a verbal presentation using effective vocabulary, grammar, speaking habits, and voice control to communicate information.

Learning Activities	Resources Needed
1. Give a DECA officer campaign speech.	1. DECA handbook.
2. Critique the effectiveness of a speech according to the achievement indicators for Duty B-1.	2. Film on public speaking and B-1 achievement indicator form.
3. Prepare a speech and present to a small group before presenting to a larger group. Small groups should critique speech according to the achievement indicators on Duty B-1.	3. Lecture stand.
4. View one of the three television networks' newscast at a specified time and be prepared to discuss the critique.	4. B-1 achievement indicator form and television newscast.
5. Discuss a current event news article related to business before the class and be evaluated on the presentation.	5. B-1 achievement indicator form and newspaper/magazine.
6. Plan a student field trip to observe and evaluate an actual speaker.	6. B-1 achievement indicator form, field trip site and guest speaker.
7. Prepare a selected presentation on a career (unknown to audience) using either charades/gestures and/or words, the audience will decide what the career is.	7. Career information sheets or MOIS printout.

DUTY	Communicating Information	Duty B
		Task 2

TASK Demonstrate telephone usage skills using telephone communication techniques to complete a telephone conversation.

Learning Activities	Resources Needed
1. Invite a telephone salesperson to class to speak on the topics of telephone sales procedures, types of customers, and how to handle complaints/irate people.	1. Michigan Bell film -- "How to Lose a Customer without Really Trying," and guest speaker.
2. Use a tele-trainer and have the students role-play demonstrating the proper sales procedure/catalog order taking.	2. Tele-trainer or simulated situation.
3. Write a sales script that could be utilized to motivate a consumer to buy over the phone.	3. Paper and pencil.

DUTY	Communicating Information	Duty B
		Task 3

TASK Introduce people using a business introduction to acquaint people.

Learning Activities	Resources Needed
1. Discuss proper procedures for introducing people. 2. Choose a class member and exchange names, co-op position, past experience, and prepare and present oral introduction to class or instructor.	1. Role-playing script. 2. Paper and pencil.

DUTY	Communicating Information	Duty B
		Task 4

TASK Complete a business form using written communication skills to report information.

Learning Activities	Resources Needed
1. Prepare a basic layout of an interoffice memorandum.	1. Secretarial handbook. Typing textbook. Business communications textbook.
2. Complete an interoffice memorandum with information given to you by your instructor.	2. Secretarial handbook. Typing textbook. Business communications textbook. Sample memorandum.
3. Prepare an example of an inventory sheet used in a retail business.	3. Blank inventory sheet. Information given by instructor.
4. Visit a local business and ask for examples of three forms used in that particular business.	4. Local business site. Sample forms.

DUTY	Duty
Communicating Information	B
	Task 5

TASK Follow oral instructions using listening skills to complete task.

Learning Activities	Resources Needed
1. Divide students into teams, whisper directions to the first member of the team and each member pass these directions by whispering them to another member of the team until all members have received the message. The last person to receive this message must verbally relay the message to the entire group.	1. Several teacher prepared messages.
2. Use the index of the textbook, find the page number of where the steps in a sale are located, and then replace book to where it was originally.	2. Textbooks on sale, retailing, etc.
3. Place students in pairs back to back; one student has paper and pencil and the other has an object. The person with the object describes it to the person with the paper and pencil who must draw it from the directions given.	3. Paper, pencil, and teacher obtained objects.

DUTY Communicating Information	**Duty** B
	Task 6

TASK Participate in meetings using communication skills to keep informed of promotions, methods, and/or operations.

Learning Activities	Resources Needed
1. Read assignments on decision-making methods, problem solving techniques, and communication skills necessary to participate in a group.	1. Textbooks, IDECC LAPS.
2. Assume role of store manager and lead a group discussion using a simulated store problem or promotional event.	2. Paper, pencil, videotape machine, and tape recorder.
3. Present an advertising plan to the group.	3. Advertising plan and prepared speech.
4. Role-play an employer/employee conversation concerning a personal problem which affects the job environment.	4. Teacher prepared role-playing situation.
5. Defend a point of view in a group on a particular promotion method or operation.	5. Samples of various promotional methods.
6. Role-play a situation in which a student is being criticized constructively by a "supervisor."	6. Role-playing situation.
7. Take a simulated problem through the proper channels for resolution.	7. Role-playing situation.
8. Formulate an employer/employee problem and enact it in the classroom. Elicit possible resolutions to problem for the class.	8. Employer-employee cassette/filmstrips.
9. Elicit from an employer or personnel director "real life" problems on the job involving communication and resolutions. Present at least one in a group discussion in the classroom.	9. Co-op employer or personnel director.

DUTY	Communicating Information	Duty B
		Task 6

TASK Participate in meetings using communication skills to keep informed of promotions, methods, and/or operations.

Learning Activities	Resources Needed
10. Arrange for an official meeting by the DECA officers to be conducted in the classroom.	10. Parlimentary procedures handbook, Roberts' Rules of Order.
11. Arrange for a store manager, owner, department head, or co-op student to model leader behavior in a "store meeting" in the classroom.	11. Guest speaker.
12. Videotape a school store meeting and critique group meeting behavior. Record, interview, and evaluate the meeting.	12. Videotape machine, tape recorder.

DUTY	Communicating Information	Duty B
		Task 7

TASK Keep information confidential using store procedures to protect the employer, employee and/or customer.

Learning Activities	Resources Needed
1. Discuss school store policy handbook with student.	1. Locally developed school store policy handbook.

DUTY Communicating Information	Duty B
	Task 8

TASK Suggest change using communication skills to improve the work situation.

Learning Activities	Resources Needed
1. Complete a case study. 2. Prepare a written communication to improve individual performance within a school store or actual store organization.	1. Teacher prepared case study. 2. Suggestion box. School store. Store memos.

DUTY	Communicating Information	Duty B
		Task 9

TASK Distribute store information using departmental communications to improve store operations.

Learning Activities	Resources Needed
1. Write or type a written memo.	1. Memo pads. Typewriter, paper, pens.
2. Deliver a verbal communication.	2. Teacher prepared directions.
3. File communication in accordance with store policy.	3. School store personnel or operation files.

DUTY	Displaying Merchandise	Duty C
		Task 1

TASK Plan counter, window and interior displays using the purpose and uses of display and its effect on consumers to prepare for display construction.

Learning Activities	Resources Needed
1. Construct a shadow box representing a window display.	1. Small box approximately 1½' x 1½'. Scissors. Glue. Magazines. Construction paper and/or poster board. Felt markers. Fabric scraps. Others as needed.
2. Participate in a field trip to a local retailer observing and rating interior displays using a rating form. 2.1 Suggested components of rating form: - Originality and creativity - Theme - Timeliness - Cleanliness - Color and texture - Lighting - Technical skill - Balance and line arrangement	2. Rating sheet. Pen and pencil. Clipboard. Field trip site.
3. Sketch a counter top display relating to individual occupational area using accepted display principles.	3. Graph paper. Pen and pencil. Rule protractor-templets.

DUTY	Displaying Merchandise	Duty C
		Task 2

TASK Build counter, window, and interior displays using color, harmony, balance, proportion, light, props, fixtures, materials and backgrounds to display merchandise.

Learning Activities	Resources Needed
1. Invite local retailers to loan merchandise and/or mannequins to construct displays. Other sources of necessary materials are: a. School store. b. Home. c. Co-op stations. d. School theater.	1. Mannequins, lights, fixtures. Borrowed materials should be put on card sign identifying the local business.
2. Take a field trip to local retailers observe and sketch displays.	2. Arrange transportation and also a walking tour of duty. Permission slip from patents if required. Sketch pad, writing materials, camera, tools, equipment, supplies supplied by merchant.
3. Observe displays; re: color, harmony, balance, etc.	3. Newspapers, magazine lay-outs, television commercials, and stores.
4. Estimate the cost of putting up a display.	4. Planning form and budget sheet.
5. Invite display people to talk to students.	5. Guest speakers.

DUTY	Displaying Merchandise	Duty C
		Task 3

TASK Perform display housekeeping using the specific rules necessary for the upkeep of displays of merchandise to maintain sales appearance.

Learning Activities	Resources Needed
1. Determine adjustments necessary in a given display area.	1. Display in school store or at a store. Note -- use a display maintenance sheet to note problem areas.
2. Rearrange display props to make the display more effective.	2. Training station or school store.
3. Determine if display is complete and add missing components.	3. Display props.
4. Seek advice from a local merchant (or ad person) to assess completeness of the display.	4. Obtain a speaker.
5. Display competence in performing lighting procedure.	5. Different types of lights available -- may need step stool to make necessary adjustments.
6. Perform housekeeping duties to maintain a display.	6. Glass cleaner, paper, rag, vacuum cleaner.
7. Organize store room to facilitate flow of movement to and from display area.	7. Store room, in school store.
8. Repair display props.	8. Props from school store or local store in need of repair.
9. Experiment with various modes of lighting to see how they enhance or detract from a display.	9. A variety of light forces, i.e., strobes, spot, flood, flourescent, black, etc.

DUTY Displaying Merchandise	Duty C
	Task 4

TASK Construct signs using copy, layout and lettering to produce signing.

Learning Activities	Resources Needed
1. Analyze newspaper ad lead-in lines for different types of: a. Lead-in line for buying motives such as thrift, economy, status, etc. b. Headlines.	1. Newspaper.
2. List questions answered in copy by different ads.	2. Newspaper, magazines, trade journals.
3. Analyze ads for balance -- formal and informal, spacing, margins, and white space.	3. Newspaper, magazines, trade journals.
4. Discuss sign practices in major department store window displays.	4. Local shopping center.
5. Center words and lines on page.	5. Ruler and worksheet listing: letters and lines to be centered, size of paper to be used, size of letters.
6. Write a variety of themes for signs such as seasonal, promotional, etc.	6. Teacher prepared handout.
7. Letter copy using stencils and/or paste-ons.	7. Stencils, markers, and rulers.
8. Construct a sign which includes an appropriate lead-in line, head-lines, brief and understandable copy that answers customer questions, points out product features, appeals or creates an appeal to the customer with a layout which is balanced, spelled correctly, using appropriate letter sizes.	8. Paper, construction paper, stencils, magic markers, paste-up letters, pens, pencils, dictionary, and ruler.

DUTY	Displaying Merchandise	Duty C
		Task 5

TASK

Dismantle displays using merchandise, materials, fixtures, background and prop return principles and procedures to remove counter, window and interior displays.

Learning Activities	Resources Needed
1. Take down a Christmas or seasonal display for store window: -- putting all items away -- clean display area	1. Display tool kit, cleaning materials, stool display window, displayed items, school store or project lab.

DUTY	Applying Human Relations Skills	Duty D
		Task 1

TASK Display positive personality traits using human relations training to work cooperatively with others while on the job.

Learning Activities	Resources Needed
1. Read assignments on employability, skills, group dynamics, time management, etc.	1. Textbooks, and IDECC materials.
2. Compile list of positive personality traits.	2. Paper and pencil. (IDECC, textbooks).
3. Complete personality inventory and analyze it. Write goals directed toward increasing one's positive personality traits.	3. Personality inventories and materials needed for scoring and interpretation.
4. Keep a log of behavior in the classroom, on-the-job and outside of formal learning environments for one week. List positive personality traits and those that need improvement.	4. Spiral notebook or tablet and pencil.
5. Complete self-evaluation form on behaviors used in a problem solving situation.	5. Self-evaluation tool.
6. Critique a job interview, presentation or group activity for positive personality traits and areas to improve.	6. Recorded session, tape player, evaluation tool, etc.
7. Give presentation to a group demonstrating behaviors giving a positive first impression. Role play a situation in which a student is being criticized constructively by a "supervisor."	7. Role-playing situation or case study.
8. Elicit from an employer or personnel director "real life" problems on the job involving communication and resolutions for these problems. Present at least one in a group discussion in the classroom.	8. Tape recorder, guest speaker.

DUTY	Applying Human Relations Skills	Duty D
		Task 2

TASK Participate in professional development activities using vocational student organizations and local business organizations to improve personal and professional development.

Learning Activities	Resources Needed
1. Organize a list of professional organizations and local business organizations.	1. Guest speakers. Chamber of Commerce directory, yellow pages.
2. Invite speakers from some of these organizations to tell about their organizations to the class or groups of interested students.	2. Guest speakers from co-op training stations.
3. Attend at least two professional meetings and report back to class on their findings.	3. Civic groups, city council, school board, DECA, student council meeting.
4. Develop a list of civic consciousness projects that the professional organizations are conducting.	4. MDA/Civic Counsciousness Project. Phillips Petroleum Free Enterprise Project.

DUTY	Applying Human Relations Skills	Duty D
		Task 3

TASK

Answer customer inquiries for general information about the business using communications techniques, store policies, and the store layout to provide customer assistance.

Learning Activities	Resources Needed
1. List several questions that customers ask. Role play giving directions to customers.	1. Shopping center or mall layout map. Store directory or layout map.
2. List all the questions that customers ask in regard to store policies. Role play answering typical customer questions regarding store policies.	2. List of customer questions. Collection of store policy manuals. Collection of store employee training materials.
3. Write a policy book for school store or simulated store situation.	3. Sample policy handbooks.
4. List traits that could be annoying to customers.	4. Paper and pencil.
5. Role play negative and positive verbal communication techniques in answering customer questions.	5. Video-tape.
6. Role play giving directions orally or on taped cassette on how to find a person, place or thing within school; then have students follow these directions.	6. Video-tape and cassette player.
7. Role play accepting returned merchandise when customer is critical of store policy.	7. Video-tape recorder. Case-problem.

DUTY Managing Store Functions	**Duty** E
	Task 1

TASK Assist training a new employee using knowledge of store policies, procedures, and merchandise to acquaint the employee with the department or store.

Learning Activities	Resources Needed
1. Role play a situation and initiate the relationship between the new employee and his or her position.	1. Case study.
2. Take a sample store policy handbook (local store) and explain needs and requirements for specific policies and procedures.	2. Local store policy handbook.
3. Identify ten different departments and match 40 pieces of merchandise to the department in which it belongs.	3. Worksheet (matching).
4. Explain the functions of an equipment item.	4. Piece of retail equipment, i.e. cash register.
5. Role play a situation using a favorable "retail" attitude and an unfavorable "retail" attitude.	5. Written and demonstrated case problems (teacher made).
6. Explain a list of tasks to fellow students.	6. Instruction sheet.

DUTY	Duty E
Managing Store Functions	Task 2

TASK

Encourage morale among employees using human relations skills to maintain a positive working environment.

Learning Activities	Resources Needed
1. Write on "What you think you would like to find in another person." Use this as a base to discuss attitude.	1. Pencil, pen and paper.
2. Write personnel directors from local businesses, Bell telephone, General Motors, and other large industries to talk on employee profiles.	2. Pencil, pen and paper.
3. Obtain a movie from the Chamber of Commerce or Regional Educational Media Center. (REMC)	3. Projector.

DUTY	Managing Store Functions	Duty E
		Task 3

TASK Follow store policies using established store policies and procedures to aid in performing a job.

Learning Activities	Resources Needed
1. Establish policies and procedures for school store.	1. A copy of previous year's policies. Policies from local merchants.
2. Discuss and evaluate policies and procedures from several local businesses.	2. List of local business policies.
3. Invite local business owner/ representative to discuss his/her store policies/procedures.	3. Guest speaker.
4. Read and discuss selected sections in text covering store policies/procedures.	4. Southwestern, "Supervision: Concepts and Practices of Management," Second Edition, 1977, Haimann, Hilgert, Pages 111-113. Retailing P & P Seventh Edition, Gregg-McGraw-Hill.
5. Evaluate and discuss case study problem in text.	5. Textbooks or occupational manuals.
6. Compile individual lists of store policies/procedures.	6. School store handbook.
7. Role play a problem/case dealing with store policies/procedures.	7. Case study.

DUTY	Duty E
Managing Store Functions	Task 4

TASK

Follow lines of authority using store organizational structure to aid in accomplishing job tasks.

Learning Activities	Resources Needed
1. Write to (or contact) several stores to request a store organizational chart or manual. 2. Develop your own organizational chart for business (specific type) where you work. 3. Answer the following questions from the organizational chart: a. As a new employee, who is the first immediate supervisor? b. Who gives the final authority on pricing policies? c. Who do you see about getting a raise in pay? d. How do you find out what your health plan coverages are? e. How do you see about a customer complaint on merchandise? f. When merchandise is "lost" in the storeroom, who do you see to find it? g. When new merchandise, not previously carried in your store is desired, who do you see to order it? h. Who handles complaints of injury to customers? i. To whom do you report a suspected shoplifter, forged check, or bad credit card?	1. School stationery. Yellow pages. 2. Paper, pencil, sample store organizational charts.

DUTY	Duty E
Managing Store Functions	Task 4

TASK

Follow lines of authority using store organizational structure to aid in accomplishing job tasks.

Learning Activities	Resources Needed
Continued... j. When there is a breakdown in the heating/air conditioning plant, who do you see about repairs? k. If you wanted to promote some goods in a department, whom would you see? l, Whom do you see about cash shortages or averages?	

DUTY	Duty E
Managing Store Functions	Task 5

TASK

Plan job tasks using planning and organizational skills to accomplish a job.

Learning Activities	Resources Needed
1. Complete job sheet, assigning each job for checking, receiving and pricing a group of items.	1. List of items, packing slip, invoice, purchase order and price list. Job sheet to be filled out in sequence.

DUTY	Duty E
Managing Store Function	Task 6

TASK

Place stock within the department using layout consideration, traffic flow, fixtures, merchandise and store image to provide merchandise to customers.

Learning Activities	Resources Needed
1. Visit store and draw a layout of the store including: --show traffic flow --display area --locate cash registers --departments --reserve stock area	1. Paper and pencil. Store site, co-op training station.

DUTY	Duty E
Managing Store Functions	Task 7

TASK

Explain customer services and facilities' locations using a knowledge of store services and facilities to respond to cusotmers' needs.

Learning Activities	Resources Needed
1. Identify the store customers' services by placing a checkmark by the appropriate statement.	1. List of services and non-services.
2. Interview store manager and make a list of customer services.	2. Paper and pen, store manager.
3. Interview store manager and make a list of customer services and a diagram of the store and indicate on the diagram the location of the customer services.	3. Paper, pen and ruler, store manager.
4. Write out the directions and an explanation of the customer services of a given store.	4. Store policy handbook.

DUTY	Duty E
Managing Store Functions	Task 8

TASK

Reduce store expenses using a knowledge of store policies, procedures, and expense control to increase store profits.

Learning Activities	Resources Needed
1. Demonstrate knowledge of individual store policies and procedures manual by identifying: a. Credit card policy. b. Fringe benefits. c. Hiring practices. d. Etc.	1. Store policy handbooks.

DUTY	Duty F
Using Mathematics	Task 1

TASK

Perform basic mathematic computations with whole numbers using addition, subtraction, multiplication, and division skills to determine answers to whole number problems.

Learning Activities	Resources Needed
1. Extend and add totals for five invoices. 2. Fill out five sales slips including the following information: --compute extensions --compute split pricing costs --compute sub-total --compute employee discount --compute sales tax --compute total sale	1. Five invoices of varying difficulty. 2. Five sales checks of varying difficulty.

DUTY	Using Mathematics	Duty F
		Task 2

TASK Perform basic mathematic computations with decimal numbers using addition, subtraction, multiplication, and division skills to determine answers to decimal problems.

Learning Activities	Resources Needed
1. Perform math computations.	1. Merchandising Mathematics Texts
2. Secure a local business person to discuss basic math fundamentals needed in the person's business (decimals, percents).	2. Guest speaker.
3. Complete math tests used by business for job applicants.	3. Pre-employment math tests.

DUTY	Using Mathematics	Duty F
		Task 3

TASK Perform basic mathematic computations with fractions using addition, subtraction, multiplication, and division skills to determine answers to fraction problems.

Learning Activities	Resources Needed
1. Take pre-test for basic math computations for fractions.	1. Standardized test (IDECC).
2. Use a calculator to learn simple applications.	2. Calculators, sample problems.
3. Weigh bulk items on a scale.	3. Scales, merchandise.
4. Learn formulas of measurement for figuring yardage.	4. Handout with standard formulas, text reference for examples
5. Visit retail store.	5. Calculators, formulas.
6. Solve sample problems for figuring yardage.	6. Calculators, formulas, handouts, text.
7. Figure tax on retail merchandise in school store or simulated store.	7. Tax tables, calculator, cash register, sales receipt, merchandise in store.
8. Figure stock turnover in a simulated variety store or school store.	8. Stock items, inventory sheets, calculators, formula, text reference.

DUTY	Using Mathematics	Duty F
		Task 4

TASK Make change using change making techniques for cash register without change indication to complete a sales transaction.

Learning Activities	Resources Needed
1. Use play money to practice change making.	1. Cash drawer and play money.
2. Work at concession stand.	2. Cash drawer or cash register.
3. Work at school store.	3. Cash drawer or cash register.
4. Use flash cards to practice.	4. Series of transactions with flash cards.
5. Role play--presentations as cashier-customer.	5. Cash drawer or cash register.
6. Demonstrate a series of transactions in making change.	6. Cash register using real money.
7. Use file strips and workbooks on cashiering.	7. Film strips, projector and workbook.
8. Use local business booklets on making change.	8. Pamphlets.
9. Invite a guest speaker to class, i.e., head cashier - techniques on making change.	9. Local contacts in business.

DUTY	Using Mathematics	Duty F
		Task 5

TASK Make change using change making techniques for registers with change indication to complete a sales transaction.

Learning Activities	Resources Needed
1. View film strip.	1. Film strip available from commercial vendors.
2. Observe and critique cashiers.	2. Video-tape recorder.
3. Complete teacher-prepared change making grid: pennies, nickels, dimes, quarcers, dollar bills, fives, tens, and twenties.	3. Handout textbook problems.
4. Participate in role playing activities, i.e., cashier/ customer.	4. Case study.

DUTY	Using Mathematics	Duty F
		Task 6

TASK Fill out sales checks using merchandise information, sales tax computations, basic mathematics computations, alteration charges, delivery or mail charges, employee discounts, and/or lay-away charges, to complete a sales transaction.

Learning Activities	Resources Needed
1. Fill out a sales slip with customer information. Identify account number for charge sales, delivery and credit card.	1. Pencils, pens, supplies, blank sales checks, price lists, customer information, credit information for charge sales; samples of each type of transaction--cash, charge, delivery, charge send, take, and credit cards.
2. Multiply units by cost to obtain extension.	2. Adding machine or calculator.
3. Divide cost of article by number of units to compute the unit price.	3. Same as #2.
4. Compute mailing cost giving weight of merchandise and postage rates.	4. Rate chart and postage scale.
5. Multiply discount by total sales and deduct discount from sales and add sales tax.	5. Sales tax chart and problems.
6. Weigh package--then use delivery rate chart for area or zone.	6. Package, delivery rate chart.
7. Compute alteration charge.	7. Alteration price chart, paper, pencil.
8. Compute lay-away charge.	8. Lay-away fee chart, paper, pencil.

DUTY	Duty F
Using Mathematics	Task 7

TASK Distinguish taxable items using Michigan Sales tax laws to determine the amount of sales tax to be.

Learning Activities	Resources Needed
1. Invite a cashier to talk to class.	1. Speaker.
2. Develop list of items sold and have students distinguish taxable items.	2. Michigan sales tax chart.
3. Develop bulletin board with taxable and non-taxable items.	3. Bulletin board - newspapers, catalogs, magazines, tacks, and stapler.
4. Role-play a checker-cashier and ring up items sold in grocery store on cash register.	4. Merchandise items, cash register.
5. Write up sales slips from department store or specialty store with lay-away, mailing charges, and alteration charges.	5. Sales checks, dialogue for problems.
6. Use empty boxes of merchandise to determine taxable and non-taxable items.	6. Empty merchandise containers.

DUTY	Using Mathematics	Duty F
		Task 8

TASK Operate a cash register/sales terminal using register operations techniques and a cash register operations manual to complete sales transactions.

Learning Activities	Resources Needed
1. Identify (touch) parts of the cash register.	1. Cash register, touch chart.
2. Construct a sales tax chart based on state sales tax laws.	2. Cash register, paper, pencil, sales tax chart.
3. Change tapes on the cash register.	3. Cash register and cash register tapes.
4. Invite a speaker to domonstrate cash register equipment.	4. Speaker, cash register.
5. Lease most up-to-date cash register fro 30 days to have most current equipment rather than purchase with maintenance charges.	5. Cash register dealer.

DUTY	Duty F
Using Mathematics	Task 9

TASK Examine checks using check authorization procedures and standards for properly written checks to determine the acceptability of the checks.

Learning Activities	Resources Needed
1. Complete the check cashing manual - NCR.	1. NCR check cashing manual.
2. Invite a local merchant or banker to speak to the class concerning errors, types of checks, etc.	2. Speaker.

DUTY	Duty F
Using Mathematics	Task 10

TASK Process a charge sale using a credit card, an imprinting machine, sales slip, and merchandise information, to complete the sales transaction.

Learning Activities	Resources Needed
1. Demonstrate correct procedures on handling a charge sale. 2. Complete a sales demonstration using a charge plate imprint machine (an addressograph) and sales slips (credit slips).	1. Credit card, credit card imprinter. 2. Addressograph, sales slips, merchandise information, tax information, credit card imprinter.

DUTY	Duty
Using Mathematics	F
	Task 11

TASK Process customer returns using exchange, cash refund or credit charge procedures to complete the transaction.

Learning Activities	Resources Needed
1. Conduct a panel discussion using co-op students on forms used for exchanges, refunds, etc. in their training station.	1. Store forms.
2. Role-play a supervisor, customer, and salesperson for three different situations involving refunds, exchanges, and credit charges.	2. Store forms and information on store policies regarding credit charges, refunds, and exchanges.

DUTY	Using Mathematics	Duty F
		Task 12

TASK Check out cash register totals using beginning cash amount, an ending cash count, and paid outs to prove the cash drawer.

Learning Activities	Resources Needed
1. Complete balance slip.	1. Cash register, till, sales slips, paid out slips.

DUTY	Duty G
Performing Merchandising Activites	Task 1

TASK

Count stock using the physical inventory and inventory forms to determine the actual amount of merchandise on hand.

Learning Activities	Resources Needed
1. Take inventory in school store (if not store, use local merchant.)	1. Inventory sheets (forms) - may need to take field trip to local merchant.
2. Tag merchandise prior to taking inventory.	2. Price marking machine, tags, pen and markers.
3. Separate merchandise and group according to department numbers.	3. School store or local merchant.
4. Perform appropriate record-keeping functions (mark sheets).	4. Inventory sheets.

DUTY	Performing Merchandising Activities	Duty G
		Task 2

TASK Place an order using a merchandise plan to maintain correct quantities of basic stock.

Learning Activities	Resources Needed
1. Complete an order for merchandise based on information provided on past sales.	1. Information on past sales for a given product line; catalog.
2. Maintain inventory records for a given product or product line in school store and place an order for new or reorder merchandise.	2. School store, inventory records, worksheet, purchase orders.

DUTY	Performing Merchandising Activities	Duty G
		Task 3

TASK Comparative shop for merchandise using price, product features and competitive conditions to analyze competitor's merchandise.

Learning Activities	Resources Needed
1. Compare teacher selected products in catalog and/or newspapers in items of prices and product features and competitive conditions.	1. Catalogs, newspapers, newspaper inserts, direct mail, transportation, writing tool, rating sheet (rating sheet to be in the form of a grid).
2. Compare prices, features and competitive conditions of three selected food products at three food stores.	2. Newspapers.
3. Compare prices, features, and competitive conditions of the electronic games at the general merchandise stores.	3. Circulars, newspapers.

DUTY	Duty H
Performing Business Operations	Task 1

TASK

Suggest the use of credit using store credit information to increase sales.

Learning Activities	Resources Needed
1. Interview local retail store, bank or credit manager to obtain information regarding uses of credit to increase sales.	1. Prepared questionnaire and/or cassette tape recorder.
2. Observe a retail credit film and role play a credit sales transaction demonstrating proper credit plan for the situation.	2. Film, 16 mm projector, screen, props, and forms as needed.

DUTY	Performing Business Operations	Duty H
		Task 2

TASK Complete departmental stock control records using stockkeeping forms and reports according to store procedures to provide inventory control.

Learning Activities	Resources Needed
1. Use a school store operation: a. Record new merchandise. b. Price correctly from store manual. c. Check quantities with invoice. d. Check for damaged merchandise. e. Fill out proper forms to return.	1. School store manual; manuals from Sears, Penneys, etc.
2. Visit local store.	2. Forms from businesses; overhead projector.
3. Invite store personnel to class.	3. Receiving manager, accountant.
4. Visit school system receiving department.	

DUTY	Duty H
Performing Business Operations	Task 3

TASK Unload delivery vehicles using store procedures and equipment to move incoming stock.

Learning Activities	Resources Needed
1. Watch film or film strip on safety and lifting techniques and take notes.	1. Projector, film.
2. Invite a speaker to talk about shipping and receiving.	2. Guest speaker from local trucking firm.
3. Visit a warehouse to observe unloading and handling of merchandise by employers including physical and mechanical means as well as paper work.	3. Trip to warehouse, large department store, stock area, trucking firm, etc.; equipment: fork-lift, truck, hand trucks, conveyor belt, moveable bins.

DUTY	Performing Business Operations	Duty H
		Task 4

TASK Check incoming merchandise using invoices, shipping tickets, purchase orders, and store checking procedures to prevent the receipt of incorrect shipments and damaged merchandise.

Learning Activities	Resources Needed
1. Complete a physical check of incoming merchandise from school store.	1. Merchandise, invoice and calculator.
2. Invite a speaker from a major department store to talk about receiving policies and problems.	2. Speaker.
3. Take a field trip to a receiving dock at school.	3. School receiving room.
4. Complete actual damage reports.	4. Sample damage report forms from merchants.
5. Visit a school store in area to observe their checking procedures.	5. Neighboring schools.

DUTY	Duty H
Performing Business Operations	Task 5

TASK Mark merchandise using marking equipment and supplies, forms, and store procedures to prepare merchandise for sale.

Learning Activities	Resources Needed
1. Invite guest speaker(s) from major stores to explain procedures for marking merchandise.	1. Speaker.
2. Schedule field trips to receiving departments where merchandise is marked.	2. Local stores.
3. Visit store(s) and collect marking materials, i.e. tags, tickets.	3. Various types of tags used, i.e., --string --printed --gummed --pinned
4. View teacher-prepared slide presentation on marking equipment and/or procedures.	4. Marking machines - electronic and manual; hand printing machines - hand tagger and a manual stamper (used in supermarkets); automatic pin tagger.
5. Contrast and compare the types of procedures and tags used in various types of retail stores, i.e., supermarket, department, etc.	

DUTY	Performing Business Operations	Duty H
		Task 6

TASK Change marked retail prices using marking equipment and supplies, forms, and store procedures to correct merchandise prices.

Learning Activities	Resources Needed
1. Locate appropriate resources for new price.	1. Individual store/class resource.
2. Record price change on inventory form.	2. Inventory form.
3. Operate pricing machine	3. Pricing machine.
4. Attach new price ticket.	4. Variety of price tickets.
5. List different methods of changing prices.	5. Instructor resource.
6. List reason for price change.	6. Instructor resource.
7. List importance of having correct price on merchandise.	7. Instructor resource.

DUTY	Duty H
Performing Business Operations	Task 7

TASK Stock merchandise using store procedures for stock rotation, understock, or reserve to maintain merchandise levels.

Learning Activities	Resources Needed
1. Identify location of merchandise in school store.	1. Laboratory/store list of school store merchandise; merchandise items.
2. Stock merchandise in proper location within the store.	2. Merchandise items, lab/school store.
3. Demonstrate correct stocking procedures in lab/store.	3. Merchandise items, school store/lab.
4. Rotate stock found in school and explain importance of stock rotation.	4. Lab/school store, pricing machine, merchandise.
5. Demonstrate correct wrapping procedures for an item of clothing.	5. School store merchandise, i.e., T-shirt.

DUTY	Duty H
Performing Business Operations	Task 8

TASK Perform store maintenance using maintenance procedures and store equipment to present appropriate store appearance.

Learning Activities	Resources Needed
1. Clean school store area(s) using specified maintenance techniques.	1. Vacuum cleaners, brooms, dusters, dust pans, cloth for cleaning, school store.
2. Rotate students within maintenance positions in school store.	2. Store personnel records, scheduling assignments.

DUTY	Duty H
Performing Business Operations	Task 9

TASK Observe safety precautions using store policies and procedures to prevent accidents.

Learning Activities	Resources Needed
1. Watch film on safety.	1. Film library, media center, industry, safety program.
2. Listen and take notes and participate in activities on fire prevention.	2. Speaker - fire department and fire prevention equipment or plant safety engineer.
3. Listen and take notes on use and care of equipment and facilities as presented by speaker.	3. Speaker - plant maintenance supervisor from local company.

DUTY	Performing Business Operations	Duty H
		Task 10

TASK Assist accident victims using store procedures to provide for customer and/or employee welfare.

Learning Activities	Resources Needed
1. Survey local businesses for accident procedures.	
2. Take first aid instruction.	
3. Identify first aid equipment and know where it is located.	
4. Identify responsibilities to accident victim.	
5. Identify appropriate emergency services in the community.	
6. Practice filling out accident forms.	6. Accident forms and pen.
7. Interview a nurse.	
8. Identify the vital signs.	
9. Identify person who is responsible for first aid.	
10. Obtain speaker from Red Cross, fire department, etc.	10. Guest speaker.
11. See film strip by Red Cross.	11. Projector and film strip.
12. Conduct simulation on CPR.	12. CPR dummy model.
13. Role play an accident and then write up procedure on how to handle an accident victim.	13. Pen and paper.

DUTY	Duty H
Performing Business Operations	Task 11

TASK

Recognize potential shoplifters using store policies and procedures to prevent theft.

Learning Activities	Resources Needed
1. Obtain a guest speaker on shoplifting.	1. Police, store security personnel from Hudson's, Crowley's, Michigan Retailers' Association.
2. Show movies on shoplifting, i.e., "Sticky Fingers."	2. Education media service; REMC; intermediate district film library, county film library, police departments, Michigan Retailers' Association; Michigan Federation of Women's Clubs.
3. Conduct a simulation in a shoplifting school store.	3. Set up situation.

DUTY	Duty I
Using Product and Service Information	Task 1

TASK Collect product information using a product, current merchandising trends, manufacturers' services, trade journals, competitors' products, sales personnel, product labels and tags, and product guarantees, to become familiar with the product.

Learning Activities	Resources Needed
1. Complete a report (oral and written) including product information answering the first 13 achievement indicators.	1. Bring a product from home.
2. Role play a sales presentation after researching a product.	2. "Consumer Reports," tags, warranties, trade journals.
3. Interview a salesperson concerning their sources of product information and observe the salesperson in a selling situation (with their permission) from a discrete distance.	3. Tape recorder.

DUTY Using Product and Service Information	Duty I
	Task 2

TASK Examine returned merchandise using store procedures to determine defects or flaws in merchandise.

Learning Activities	Resources Needed
1. Listen to guest speaker and/or go on a field trip to examine defective merchandise.	1. Guest speaker/store site.
2. Identify nature of defect(s) in merchandise.	2. School store's merchandise. Merchandise borrowed from local retailers.
3. Follow store policy handbook and complete proper forms.	3. School store handbook; teacher-developed forms; local retail store(s) forms and handbooks.

DUTY	Using Product and Service Information	Duty I
		Task 3

TASK Demonstrate knowledge of product information using store ads, displays, competitor's ads, product tags and labels, and manufacturer's information to sell merchandise.

Learning Activities	Resources Needed
1. Visit a local retail store/ school store and make note of three (3) items of merchandise and gather all product information--labels, cartons, pamphlets, etc.	1. Retail store.
2. Conduct a class discussion concerning products upon which they have obtained information and conduct questions and answer sessions.	2. Catalogs.
3. Prepare a written report for three (3) items of merchandise and gather all project information--labels, cartons, pamphlets, etc.	3. Newspaper, magazine, catalogs.
4. Give a sales demonstration pointing out a minimum of five product features and translating them into customer benefits.	4. Selected items of merchandise from catalogs.

DUTY Selling Merchandise	**Duty** J
	Task 1

TASK

Utilize sales techniques using customer relations, approach, questions, and observations, product knowledge, merchandise demonstration, answering objections, suggestion selling and closing techniques to sell merchandise.

Learning Activities	Resources Needed
1. Prepare a list of product features including: a. Descriptive phrases for the product. b. Uses for the product. c. Sales approaches for the product. d. Methods of demonstrating the product.	1. Labels, pamphlets, pictures, appropriate demo aides (i.e. oranges for juicer, etc.).
2. Invent a brand new product and give a complete description and a list of uses for the product.	2. Teacher prepared handout.
3. Prepare a label for a product of their choice and explain it to the rest of the class.	3. Small pieces of poster board and fine line markers.
4. Make a list of all the ways you can possibly think of to open a sale.	4. Teacher prepared handout.
5. Role play a specific buying situation and identify customer needs.	5. Role play situation - a list of buying needs.
6. Give a complete sales presentation.	6. Student supplied product.
7. Make a list of appropriate closing and parting statements depending on season, product, product use, etc.	7. Worksheet.
8. Role play various types of customers, i.e. friendly, angry, hurried, browsing, negative, etc.	8. Students and sales situations.

DUTY	Duty J
Selling Merchandise	Task 2

TASK Process a customer's telephone order using an order form, merchandise information and sales techniques to complete a merchandise sale.

Learning Activities	Resources Needed
1. Using a catalog, take a simulated order over a telephone.	1. A major retailer's catalog, order forms, and a telephone simulation.
2. Handling a catalog sale over the counter.	2. A counter, order forms, and a major retail catalog.
3. Fill out a message and complaint form.	3. Message pads and complaint forms.
4. Handling a case problem or complaint.	4. Tape recorders, case complaints, and complaint forms (group activity).

DUTY	Duty L
Using Employability Skills	Task 3

TASK Acquire wage information using available resources to determine the approximate entry wages, general wage range, and significant fringe benefits for an occupation.

Learning Activities	Resources Needed
1. Research entry wages, general wage range and significant fringe benefits by locating them in the Occupational Outlook Handbook.	1. Occupational Outlook Handbook, U.S. Government DOT classfications, U.S. Government.
2. Interview a personnel representative from the area of their choice to determine wage level and fringe benefits (students could possibly be grouped by interest area to eliminate duplication).	2. Questionnaire prepared by students to interview a personnel representative. Interview could be video-taped.
3. List and descirbe at least four fringe benefits available in the area of their career interest.	3. MOIS computer services.

DUTY	Using Employability Skills	Duty L
		Task 4

TASK Identify significant non-wage job characteristics using available resources to determine shift requirements, union affiliation, apprenticeships, occupational hazards, characteristics of work environment and other significant job factors.

Learning Activities	Resources Needed
1. Identify starting time for a standard three-shift operation. 2. List several unions that employers in the school district might belong to. 3. List unions, employees within the area are involved with. 4. Interview a person. 5. Access the MOIS system for careers. 6. Have co-op students bring in employer and interview him/her. 7. Contact local union and have them bring in a copy of Master Agreement. 8. Secure employee manuals from various members (students). 9. Write an employee manual of SOP's. 10. Describe apprenticeship programs available in your particular county. 11. Visit several retail operations asking employers' dress requirements, safety, health, etc.	

DUTY Using Employablity Skills	Duty L
	Task 5

TASK Explore employment opportunities using available resources to describe local, regional, and national employment opportunities for an occupation.

Learning Activities	Resources Needed
1. Research four (4) of the following: MOIS, DOT, MOCC, MESA, local newspapers, college placement, previous students, trade journals, federal register, skill center files, unions, federal service publications, IDECC.	1. MOIS microfiche or terminal, newspapers, DOT manuals, trade journals, placement bulletins, service publications. Equipment: Phone, copier, reader.

DUTY	Using Employability Skills	Duty L
		Task 6

TASK Analyze career ladder using available resources to describe job progression in an occupation.

Learning Activities	Resources Needed
1. Take a career interest survey. 2. Interview people who are working in chosen occupations.	1. MOIS, OVIS, Strong Interest. 2. Employees.

DUTY Using Employability Skills	**Duty** L
	Task 7

TASK Identify personal criteria with information about available alternative using a decision-making situation and procedures and skills in decision-making to choose a job, further training or other alternatives.

Learning Activities	Resources Needed
1. List own criteria of personal goals concerning future occupations.	1. Worksheet.
2. Bid through an auction on the values from work.	2. Toy money.
3. Complete a values inventory check list.	3. List of work values.
4. Complete a MOIS structural search.	4. MOIS.
5. Submit reports concerning career choices.	5. Dictionary of Occupational Titles.
6. Role-play career choices and explain the advantages and disadvantages to other students.	6. Case-study.
7. Contact guest speakers in respective career choices for classroom presentation.	7. Guest speakers.

DUTY	Using Employability Skills	Duty L
		Task 8

TASK Prepare a resume using personal information to apply for a job according to a situation where a job application is necessary.

Learning Activities	Resources Needed
1. Make a list of: a. Past and present work experience. b. Hobbies and interests. c. Community activities or memberships. d. In-school activities or memberships. e. Awards/positions or office accomplishments. 2. Identify at least three adult references with proper names, addresses, occupations, and phone. 3. Complete a personal data sheet--name, address, phone, social security number. 4. Design a personal data sheet or resume. List or identify the rationale why these areas are important to interviewer and position.	1. Telephone books. Yellow pages. White pages. Dictionary.

DUTY	Duty L
Using Employability Skills	Task 9

TASK

Write a letter of application using personal notes to apply/inquire about a job.

Learning Activities	Resources Needed
1. Write a personal resume. 2. Write a letter of application after using job-getting sources to locate a job--newspapers, radio, MESC.	1. "How to Find and Apply for a Job," Southwestern textbook. 2. Newspapers, MESC, private agencies, other publication agencies.

DUTY Using Employability Skills	Duty L
	Task 10

TASK Complete a job application using personal notes to apply for a job.

Learning Activities	Resources Needed
1. Complete several job application forms.	1. Company applications.
2. Obtain necessary information to complete a job application form (social security number, driver's license, references, etc.).	2. Pens, overhead projector for instruction.

DUTY	Using Employability Skills	Duty L
		Task 11

TASK Demonstrate appropriate dress using a knowledge of job requirements to comply with standards of on-the-job dress and grooming.

Learning Activities	Resources Needed
1. Send a student to a desired store and observe the dress mode of personnel and/or interview personnel director.	1. Personnel policies.
2. Discuss various dress standards that are acceptable based upon their observations and experience with personnel directors.	2. Observation and interviews.
3. Invite personnel director to speak to class about acceptable standards.	3. Personnel directors.
4. Take a small group of students to a store to coordinate a desired wardrobe that would be acceptable in the working world.	4. Field trip.
5. Role play various situations that demonstrate acceptable and unacceptable grooming techniques.	5. Students and role-playing situations.
6. Demonstrate acceptable grooming standards and unacceptable grooming standards by taking pictures.	6. Camera.

DUTY	Using Employability Skills	Duty L
		Task 13

TASK Describe personal criteria using references to identify acceptable job offers.

Learning Activities	Resources Needed
1. Take a vocational interest survey.	1. OVIS, Strong, etc.
2. Use the MOIS search survey.	2. Microfiche, MOIS forms, scan sheets, computer terminal.
3. Take the General Aptitude Test Battery (GATB).	3. Test forms.
4. Use any previously developed information regarding career choices.	4. Assignments, reports from other sources.
5. Take an Armed Forces Vocational Aptitude Inventory.	5. Test form.

DUTY	Using Employability Skills	Duty L
		Task 14

TASK Demonstrate interpersonal skills to achieve successful relationships with others.

Learning Activities	Resources Needed
1. Use role-playing situation and case studies.	1. Materials provided by instructor.

DUTY	Using Employability Skills	Duty L
		Task 15

TASK Identify source of continuing education for an occupation using availability resources to identify career ladder alternatives.

Learning Activities	Resources Needed
1. Write a letter to an approved MOIS resource asking for information on their continuing education for the students occupational area (MOIS information available from the local intermediate school district).	1. MOIS system.
2. Interview an individual in the students occupation area.	2. Interview form approved by instructor -- topic areas: a. Educational background. b. Work experience needed. c. Benefits. d. Responsibilities. e. Advancement. Pen and pencil.

DUTY Using Employability Skills	**Duty** L
	Task 16

TASK Describe job termination procedures using a knowledge of the occupational area to leave a particular job.

Learning Activities	Resources Needed
1. Role playing right and wrong procedures.	1. Fact sheet of situation(s).
2. Role play a teacher(s).	2. Video tape.
3. Demonstrate correct procedures for: -- letter of termination -- exit interview -- letter of recommendation -- timeline, advance notice -- final settlements (what to do if student is not satisfied) Example: retirement, physical injury, social security benefits	3. Texts, workbooks, store handbooks, (school and retailer), sample letters, "The World of Work."
4. Guest speaker.	4. Personnel Director.

QUESTIONS AND ANSWERS FOR THE SECONDARY MARKETING AND DISTRIBUTIVE EDUCATION CURRICULUM GUIDE

1. What is the Michigan Marketing and Distributive Education Curriculum Guide?

   The Curriculum Guide is a list of duties, task statements, achievement indicators, criteria, tools, equipment, and resources that provides the base for a distributive education preparatory curriculum for selected entry-level marketing and distributive occupations. It does not provide specialized competencies for each job title nor all the various occupational areas found in marketing and distributive education.

2. What areas and job titles were used as the research base for the Marketing and Distributive Education Curriculum Guide?

   Occupational areas selected include the following:

   a. Entry-level Apparel and Accessories
   b. Entry-level Food Marketing
   c. Entry-level Food Service
   d. Entry-level Department Store
   e. Entry-level Variety Store

   Competencies common to four of the five occupational areas are included as common competencies and formed a core from which to design an effective individualized marketing program.

3. Why were these areas and job titles selected for the research base?

   A. Student interest
   B. Student enrollment
   C. Potential job placement

4. Why was there a need to develop a Michigan Curriculum Guide?

   It was necessary to design a Michigan Curriculum Guide so that teachers would have a research-based common core of competencies to teach in secondary marketing and distributive education programs.

5. How is the Marketing and Distributive Education Guide organized?

   The Guide is organized into 11 traditional marketing and distributive education curriculum areas. Added to these 11 areas is employability skills. The Guide is organized into a list of duties, task statements, achievement indicators, criteria, tools, equipment, and resources.

6. How was the Marketing and Distributive Education Curriculum Guide developed?

   The Guide was developed in 1979-80 by a review team of high school, community

college, university, and State personnel.

7. Why was occupational research used as a basis for the Curriculum Guide?

Vocational education curriculum must be based on occupational analysis. Job duties and tasks are used by industrial, educational, governmental and private agencies, and employee organizations for the planning of educational programs.

8. Are there alternatives to using the Curriculum Guide?

Yes, but since vocational education curriculum is based on occupational analysis, it would be necessary to conduct task analysis, identify competencies, validate competencies, construct and field-test instructional materials, and develop evaluation instruction. Few, if any, instructors or districts have the ability to do this kind of activity.

Another alternative is to use the IDECC Classroom Management System (CMS). The CMS provides specialized competencies and those competencies unique to areas not covered during the research phase of this project.

9. When should Michigan distributive education teachers begin to use the Curriculum Guide?

Since the new Guide essentially replaces the old Michigan Minimum Performance Objectives, instructors should begin as quickly as possible to incorporate the features of the Guide into present course content and outlines.

10. Will task statements replace Michigan Minimum Performance Objectives?

Yes, beginning this year several Michigan vocational program areas (Child Care, Marketing and Distributive Education, Food Service, Data Processing, and Health) will be implementing the task statement format. Future plans are to revise, update, and replace all Michigan Minimum Performance Objectives in all vocational areas with the task statement format.

11. What is a task statement?

It is a statement of job performance. It has six basic parts. They are:

A. Worker actions that consists of one action verb.
B. Worker actions that consists of an object of the action.
C. Machines, tools, equipment, work aids, data, people, attitudes, knowledge.
D. Purpose of worker actions.
E. Materials, products, subject matters, and services.
F. Instructions and judgment.

12. How does the State of Michigan Core Curriculum relate to Competency-Based Education?

A competency is defined as a knowledge, attitude, and skills necessary for effective job performance. Accordingly, the tasks identified are reflective of competencies needed by entry-level employees in selected occupational areas. Thus, the Guide is CBE.

13. Must IDECC be used with the State of Michigan Core Curriculum?

No, IDECC serves as a research base for the Guide and is cross-referenced for easy use. The individual teacher needs to select the best available resource materials. However, the use of the IDECC LAPs, RATB, and CMS is highly encouraged.

14. Will V-TES mandate the Curriculum Guide?

No, it is the philosophy of vocational education that all curriculum should be based on task research. Therefore, V-TES has developed a research-based Curriculum Guide which is encouraged as a resource for local curriculum planning.

15. How long does it take for a student to accomplish the Michigan Core Curriculum?

Accomplishment of the job tasks included in the Guide will vary because of individual student abilities.

16. What happens when a student completes all the task statements in the Curriculum Guide?

All students should have the opportunity to acquire specialized competencies for each job title included in the Curriculum Guide and have the opportunity to complete higher-level competencies. Accordingly, IDECC's list of analyzed job titles is included to assist in identifying specialized or higher-level competencies.

17. How are grades assigned to students using the Curriculum Guide?

Grading should be based on individual teacher assessment for level of competence. The task statements become just one element of a total grading scheme which includes attendance, tests, attitude, and other methods used to establish an individual student grade.

18. How can the Michigan marketing and distributive education teacher use the Curriculum Guide?

There are several ways that Michigan marketing and distributive education teachers can use the Guide. Several follow:

A. Use the materials to adapt present course outlines.
B. Use the materials for training plans.
C. Use the materials for school store training.
D. Use the materials for student achievement records.

19. What are some advantages of the Marketing and Distributive Education Curriculum Guide?

Some advantages of the Curriculum Guide follow:

A. Provides a suggested, easy to use, guide for preparatory programs in marketing and distributive education.
B. Combines related competencies.
C. Provides an easily understood curriculum for the business community.
D. Provides a curriculum that can be articulated with post-secondary education.
E. Provides a curriculum that can be transferred from one high school to another within the State.
F. Provides achievement indicators for performance evaluation.
G. Provides a competency training plan.
H. Provides a student achievement record.
I. Provides a vehicle for DECA competitive events.

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MICHIGAN STATE BOARD OF EDUCATION
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